The Learning University

INTERNATIONAL CONFERENCE ON EDUCATION ANDTRAINING

(ICET)

PROCEEDINGS



THEME

QUALITY IMPROVEMENT IN EDUCATION & TRAINING

International Conference In Education & Training (ICET) Faculty of Education, State University of Malang
collaborated with
International Journal of Innovation in Education (IJIIE)

MINISTRY OF RESEARCH, TECHNOLOGY AND HIGHER EDUCATION
STATE UNIVERSITY OF MALANG
FACULTY OF EDUCATION
2015

INTERNATIONAL CONFERENCE ON EDUCATION ANDTRAINING

(ICET)

PROCEEDINGS

THEME

QUALITY IMPROVEMENT IN EDUCATION & TRAINING

International Conference In Education & Training (ICET) Faculty of Education, State University of Malang
collaborated with
International Journal of Innovation in Education (IJIIE)

MINISTRY OF RESEARCH, TECHNOLOGYAND HIGHER EDUCATION
STATE UNIVERSITY OF MALANG
FACULTY OF EDUCATION
2015

WORKING PAPER INTERNATIONAL CONTRIBUTION PROCEEDINGS

International Coference in Education and Training (ICET) Faculty of Education, State University of Malang
November 6th – 8th 2015, Malang

Reviewer

- Saida Ulfa (Universitas Negeri Malang, Indonesia)
- Burhanuddin (Universitas Negeri Malang, Indonesia)
- Kazuhiro Sumi (Saga university, Japan)
- Makiko Kishi (Meiji University, Japan)
- Sebastiao Pereira (Instituto Superior Cristal DIli, Timor Leste)
- Qi Xiao He (Guangxi Normal University, China)
- Mirjam Anugerahwati (State University of Malang, Indonesia)

Steering Committee

- Sopingi (Universitas Negeri Malang, Indonesia)
- Juharyanto (Universitas Negeri Malang, Indonesia)
- Agustinho dos Santos Goncalves (Instituto Superior Cristal Dili, Timor Leste)
- Viengdavong Luangsithideth (Ministry of Education and Sports, Laos PDR)
- Wang Hui (Guangxi Normal University, China)

Secretariat ICET FIP UM

UNIVERSITAS NEGERI MALANG, FAKULTAS ILMU PENDIDIKAN
Gedung D2 Lantai 1,
Jl Semarang 5 Malang, 65145 Indonesia
Phone. +62341551213, fax +62341566962
CP: Sopingi 082231606363

Layout : Agus Dwi Irawan K.
Cover Design : Agus Nurkhalimi

Hak cipta yang dilindungi
Undang-undang pada : Pengarang
Hak Penerbitan pada : Fakultas Ilmu Pendidikan Universitas Negeri Malang
Dicetak oleh : Universitas Negeri Malang

xi, 664 hlm; 29,7 cm

ISBN 978-602-73626-1-1

Dilarang mengutip atau memperbanyak dalam bentuk apapun
tanpa izin tertulis dari penerbit

Penerbit Fakultas Ilmu Pendidikan Universitas Negeri Malang
Jl Semarang 5 Malang Kode Pos 65145
Telp. (0341) 551312

PREFACE

The International Conference on Education and Training (ICET), Faculty of Education, State University of Malang, 2015 took place in Malang, Indonesia, between 6 and 8 November, 2015. ICET is an international conference covering research and development in the field of education and training. The conference aims at creating a forum for further discussion for an education and training field incorporating a series of issues and/or related to quality improvement in education and training. Therefore, the call for papers was addressed to scholars and/or professionals of the field of eduaction and training. Driven by the fast-paced advances in the education field, this change is characterized in term of its impact on the education implementation.

During the conference, 4 keynotes speakers were held in order to advance and contribute to specific research areas in the filed of education.More than 130 pre-registered authors submitted their work in the conference. The ICET 2015 finally accepted and hosted 94 original research papers. All papers submitted to the conference were reviewed using a double-blind peer review process. The conference commite decided about the acceptance or not of the submitted papers, with the contribution of competence and expertised reviewers. Collaborate with International Journal in Innovation in Edition (IJIIE), the selected papers will be published at IJIIE as the Special Issues Edition under theme "Quality Improvement in Education and Training".

We would like to thank all members that participated in any way in the ICET 2015, especially: (a) the Inderscience Publisher for supporting and receiving the selected papers to be published as the Special Issues Edition of the International Journal of Innovation in Education; (b) the Co-organizing Universities and Institutes for their support and development of a high-quality conference; (c) the members of the scientific committee that honored the conference with their presence and provided a significant contribution to the reviewer of papers as well as for their indications for the improvement of the conference; and (d) all members of the organizing committee for their willing to organize the conferenece as good as possible.

Dean,

Prof. Dr. Bambang Budi Wiyono, M.Pd

TABLE OF CONTENT

PREFACE v

TABLE OF CONTENTS vii

1 The Development of Portuguese Language Teaching Materials to Improve Learning Quality In Timor Leste

Agostinho dos Santos Gonçalves..... 1

2 The Effectiveness of Papua Peace Education (PAPEDA) in the Primary Schools

Agustinus Hermino 11

3 Strengthening the Role of Family for Reduction Students Problem through School - Based Family Therapy

Arbin Janu Setiyowati..... 19

4 Quality Culture in Higher EducationToward a Leading University

Arifin..... 27

5 Exploring of School Asset

Asep Sunandar; Djum-djum Noor Benti; R Bambang Sumarsono 35

6 Review of Centralization and Decentralization Approaches to Curriculum Development in Indonesia

Desi Eri Kusumaningrum; Teguh Triwiyanto..... 41

7 Optimalizing Teacher's "God-Spot" in Promoting the Learning Effectiveness in Elementary School

Diah Saptorini..... 53

8 Digital Image-Based Analysis of Cognitive Function and Visual Perception in Learning Photography

Dody Dorjanto..... 63

9 The Development of Thematic Learning Based on Lesson Study with Orientation on Region Diversity for Teachers of Elementary Grade in the City of Malang, Province of East Java, Indonesia

Endang Setyo Winanrni; Sehkabuden; Sri Harmini..... 77

10 Conservation Values of Local Wisdom Traditional Ceremony *Rambu Solo* Toraja's Tribe South Sulawesi as Efforts the Establishment of Character Education

Erman Syarif; Hasriyanti..... 83

11 Dream and Fact of Education in the "*3T*" Kupang

Galang Surya Gemilang 89

12 Training on Peer Review: an Effort to Develop EFL Students' Writing Skills, Cooperation, and Autonomous Learning

Jumariati..... 99

13 The Assessment and Recommendation for the Principal Preparation Program

Muhammad Ardiansyah..... 109

14 Junior High School Students in Remote Area: Learn and Help Parent Dilemma

Nurul Ulfatin 117

15 Women's Reproductive Health Improvement through Understanding Problem Solving Approach in Aisyiah Sugio
Ratna Nurdiana; Yayuk Chayatun Machsunah..... 123
16 The Development of Roro Jonggrang Literature Story Books for the Alternative Basic Foundation to Integrate Thematic Instructional for the First Grade of Elemantary Students
Ratna Trieka Agustina..... 129
17 The Development of Tutorial Methode Based on Web Facilitated in the Lecturing of Dance Art Study of Primary School Level
Retno Tri Wulandari 137
18 Improving the Quality of Learning Sociology in Timor Leste by Using Teaching Materials Based on the Context of Social Environment
Sebastiao Periera..... 147
19 Implementation of the Supervision of the Principal in Improving Competence Paedagogik Teacher Catholic High School (SMAK) St. Albertus in Malang
Sri Wening Rahayu..... 157
20 Increasing Capacity Market Analysis and Government Intervention Failure Economic Approach through Learning Portfolio Public
Sukisno; Hadi Suryanto 165
21 The Model of Quality Assurance Implementation as a Form of Control for Organizations
Sunarni 173
22 A Knowledge Management Model for Primary School Management
Sunaryo..... 189
23 English Adjective Clause Construction: Using Corpus in Structure Analysis Class
Tantri Refa Indhiarti; Iis Nur Rodliyah 199
24 The Implementation of Educational Management Audit to Measure the Principals' Managerial Performance in Indonesia
Teguh Triwiyanto; Ahmad Nurabadi 217
25 The Development of an Integrated Thematic Model through Scientific Approach Based Value of Inquiry in Blitar East Java Indonesia
Widayati 231
26 Orientation Communication Style Students in Class
Wildan Zulkarnain 243
27 Relationship of Self Efficacyand Cognitive Learning Outcomes Improving Radio Receiver Subject for Students of SMK Negeri 2 Kupang
Yetursance Y. Manafe 251
28 Reducing Negative Effects of Biases, Stereotypes and Prejudices in the Context of Multicultural Society of Indonesia by Experiential Learning
Yohanes Yupilustanaji Apgrianto..... 257
29 Uniqueness of Pesantren to Solve the Problem of *Santri*
Yuliati Hotifah..... 265

30 Higher Education and High School in Promoting Super Science High School Project
Murni Ramli;DanarPraseptiangga;Teguh E.Saraswati;Kusumandari;YudiRinanto 273
31 Implementation of Principal's Transformational Leadership to Build Students' Character in SMKN 1 Mojokerto
Diah Puji Nali Brata..... 283
32 The Impact of Differences Student's Independent Base on Learning Approach and Intrapersonal Intelligence
Eny Nur Aisyah 293
33 SupplySideMapping andAnalysis BasedDimensionalQuantity, Quality, Location, andTime inDenpasar
Harti Kartini; Sri Estu Winahyu; Lilik Bintartik 307
34 Meaning of Yoga Learning Through Travel
I Wayan Suyanta 313
35 Quality Management for Open Distance Learning
Arafah Husna..... 323
36 Curriculum Based Blended Learning Model to Improve Student Softskill in Higher Education 331
Nisaul Barokati Selirowangi .....
37 StudyImplementation ofNonformal Education Basedon EconomicCommunity in Rural Areas
Zulkarnain..... 341
38 Learning Social Network: An Inovative System Provides New Learning Experiences for Students in Higher Education
Deka Dyah Utami 349
39 Strategic Planning for the Developement of Integrated Early Childhood Education Institution
Sri Wahyuni 357
40 The Implementation of Humanist Leadership
Ifit Novita Sari 371
41 The Effectiveness of Creativity Teaching Training for Elementary School Teachers in East Java
Moh. Irtadji; Tutu Chusniyah; Rumidjan 377
42 Enhancing Learning Quality Via Innovative Technology
Punaji Setyosari 385
43 The Innovation of Complete Class Sustainable System in Improving the Quality of Education in Gowa Regency
Abdul Kadir 395
44 Informal Education: What is Taught? What is Problem? What is Solution?
Hajjah Rafiah; Nur Aida Endah Pratama; Yudha Adrian 403
45 Students' Awareness of Gender Differences in Language Use as Depicted in the Media
Mirjam Anugerahwati 409
46 Teacher-Students Positive Relationship
Durrotunnisa 419

47 Insight from Analytical Chemistry in Building Scientific Method in Education
Suryani Wonorahardjo 425

48 The Effects of Multiple Intelligences Learning Strategies towards Intrapersonal Intelligence of Underachiever Students
Weni Sri Utami 433

49 An Understanding of Teachers of Early Childhood Education on Emotion
Imanuel Hitipeuw 441

50 The Cultivation of the Religious Values as Forming Character Students
Nur Aisyah; Suratno 445

51 Designing Saintific Learning Models Application of Primary School Based on 2013 Curriculum
M. Zainuddin..... 453

52 Development and Implementation of Temathic Teaching Instrument to Improve Quality of Process and Result of Learning in Elementary School
Sa'dun Akbar 461

53 The Historical Significance Instructional Strategy: A Way to facilitate SMA Students' Historical Thinking
Susanto Yunus Alfian 473

54 Education Quality Improvement Efforts in Primary and Madrasah through Parent Student Participation
R Bambang Sumarsono..... 481

55 Improving the Students' Learning Mastery on Social Subject through Group Investigation Method for the Students' Creative Character Building of Kardina Massa Islamic Elementary School Blitar
Hadi Mustofa 491

56 On-Line Editing Application for Writing Colaboration in Educator Community with Different Characteristics
Eko Pramono Adi; Henry Praherdiono 499

57 The Effectiveness of Simulation Game-Based Counseling to Improve Students' Emotional Intelligence
M Ramli 505

58 Instructional Management Strategy in Thematic Approach in Order to Improve the Quality Instruction in Elementary School
Agus Wedi 513

59 Strengthening Empathy of Educational Counselor Candidates with Presentation of the Video Fact on Demand in Learning Partnership Model
Henny Indreswari; Henry Praherdhiono 523

60 Developing an Integrated Model of Physical Activities and Mental Character Building as an Alternative Intervention towards Students with Juvenile Delinquency
Mardianto; Kurniati Rahayuni; Febrita Heynoek..... 529

61 Education and Training Evaluation, CIPP Approach
Ach Rasyad 537
62 Facilitative Learning Model Based on *Alih Belajar*
Hardika 543
63 Psychosocial Factors Affecting Self Regulated Learning for Gifted Students
Nur Eva 551
64 Development of Integrated Moral Education Model in Primary School
Sulthoni..... 561
65 Role of Informal, Formal, Non-Formal Education in Forming Adaptive Behavior and Development of Curriculum for Slow Learner Children in SD Inklusif
Ruminiati..... 565
66 Analysis Model of the Indonesian Content as a Haul of Integrated Thematic Based Learning in Elementary School
Alif Mudiono..... 575
67 Innovative Teaching Models for Gifted Children at Inclusive Primary School
Moh Effendi;RinaRifqie Mariana..... 583
68 Effects of Participative Management on Employees Commitment
Burhanuddin 591
69 Indonesian Traditional Game "*Gobak Sodor*" as a Teaching Model for a Holistic Learning in Primary Education
Nur Amalia 607
70 Effectiveness of Stress Self- Learning Management Module Due to Work on Special Education Teacher
Abdul Huda; Agung Kurniawan; Moh. Efendi 615
71 Principal Leadership on Improving Learning Quality
Ahmad Yusuf Sobri 621
72 The Development of Honest Behavior through *Kantin Kejujuran* for Elementary School Students at SD Sawojajar 1 Malang
Imam Nawawi..... 633
73 The Roles of Principals in the Implementations of Collegial Supervision
Maisyaroh 639
74 Implementation ofHuman Resources Management in Improving Quality of Primary Achievement
Juharyanto..... 643
75 Parents' Participation Towards The Implementation Of Education At School
Bambang Budi Wiyono 651
76 Protreptics Stategy: A Learning Model to Encourage the Students' Creativities
Sopingi 657
77 Role Library Management In The Use Of Information Technology In STAHN Gde Pudja Mataram
Siti Zaenab 665

78 Culture Huma Betang (Long House) In Central Kalimantan
Sanasintani 675

THE DEVELOPMENT OF PORTUGUESE LANGUAGE TEACHING MATERIALS TO IMPROVE LEARNING QUALITY IN TIMOR LESTE

Agostinho dos Santos Gonçalves
Instituto Superior Cristal Dili
Email: santosagostinho@yahoo.com

Abstract: To learn Portuguese languages in Timor-Leste is still face problem and big obstacles. The process of learning that take place in the field is also considered as conventional due to the teacher who teach Portuguese languages is not expertise in languages and does not have an academic authority to teach Portuguese languages and at the same time there is no proper teaching material that availabel in order to support comunication skills that needs by students. On the other words, instructional teaching material that use to teach is not coherent with students needs to communicate in society.Therefore, there is no motivation from sudents to learen student and outcomes of learning is not maximal. Due to that issues it needs to prepare the taching material of protuguese languages that able to improve quality from the process of teaching learning as well as the outcomes of learning portugues language. Throught this research, it can be identify that the teaching material can be develop base on the needs of students that able to increase the quality and learning outcomes from students.

Keywords: teaching materials, portuguese language, improve quality, of learning, timor-leste

In *Constitution of the Democratic Republic of Timor-Leste Part 1, section 13* about *Official Languages and National Languages* article (1) mention that *Tetum and Portuguese shall be the official languages in the Democratic Republic of Timor-Leste.* Article (2) mention that *Tetum and the other national languages shall be valued and developed by the State.* Based on the statement above, can be explained that Tetum and Portuguese are the official languages in the Democratic Republic of Timor Leste (RDTL). Both languages are protected and developed by the State.

Linguistic condition in Timor-Leste is more complicate when it link with reality of number of languages that use in various community in Timor-Leste .Beside Portuguese and Tetun languages, there also other language that develop in Timor-Leste, such as; English and Indonesia languages. It is mention in the constitution that English and Indonesia languages is use as working languages In addition, there are also other dialect that still exist and use in community in district, such as Bekais, Bunak, Dawan, Fataluku, Galoli, Habun, Idalaka, Kawaimina, Kemak, Lovaia, Makalero, Makasai, Mambai, Tokodede, and Wetarese

In a formal communication, there is a policy that recommends using Portuguese language as language of introduction. However, if there is a meeting, other languages can be introduce as explanation or clarification that intended to say or expressed by the speaker and it can allow if formal meeting is participated by other nation who don't speak Portuguese languages ,but in reality or in practical is still implement other languages as an example, Indonesia languages is use in the process of teaching learning activities and also for academic writing the students in senior high school still use Indonesia languages in writing their final exam or home work, and most of them still use it as instrument of communication. In addition many of lecture and students prefer to choose Indonesia languages as introduction languages in the process of learning and in academic writing.

this reality is really contradict with the policy from government that should Portuguese languages for all aspect of commutation and formal writing in Timor-Leste..

The problem of Portuguese languages in Timor-Leste can be observe from the implementation of using the languages and according to report from UN 2006 in Timor-Leste stated that less than 5% of the Timorese population who speak Portuguese fluently. But validity of this information was questioned by Instituto National De Lingustika and according to them 25% of Timorense population maintain and fluent in using Portuguese languages. In addition other local languages that mostly use to communicate is Tetum languages , meanwhile Indonesia languages still widely implement in media, and in school is start from senior high school and university level.

In education sector, Portuguese languages still face many obstacles. It is cause by unpreparedness of educators in mastering the Portuguese language and inadequate instrument that support the process of learning Portuguese languages so that it can run smoothly. Meanwhile, teachers who teach Portuguese languages most of them are not graduated from education background of teaching Portuguese languages. Therefore, material that use in process of learning is not sufficient to support to accelerate the Portuguese languages.

The difficulties of learning Portuguese languages can be analysis from historical background of Timor-Leste before becoming a severing state or independent. Before Timor-Leste is part of Republic of Indonesia government as 27 provinces and the previous name is Timor-Timur. At the time it was under new regime of Indonesia government. Due to that issues Portuguese languages should not use as languages of instruction or as languages of communication in Timor-Leste at the time. However, right now, Portuguese languages is teach and promoted widely by Brazil and Portugal .but the reality show that many obstacles that still faced to develop Portuguese languages due to wiliness of young educated generation to learn Portuguese in Timor-Leste.

Base on observation in public and private school in secondary level in Timor-Leste it shows that the way of teaching Portuguese languages is still conventional. Learning activities that suppose give the oportunity to students to comunicate is very low. Students is required to read the text book in portugues languages and answer the question in text, Therefore students doesn't have motivation to learen.hence the teacher who teach portugues is use Tetun langauges as an inturduction languages wheather in his/ her esplanation or giving the instruction to students

The result of interview and questioner form that conducted for teacher and students obtained the information that students are less challenges to implement Portuguese languages due to the materials of teaching that use is not giving the changes for students to practice their communication. On the other words, teaching materials is only content the material topic and is not coherent with the needs and interest of students for daily communication. That's why the students who learn is completely lose their objective and there is no meaning for them. At the end the understanding of languages experiences of learning form students is only in verbal.

The explanation above shows to us that to learn Portuguese languages is still needs support from human resources that adequate in order to increase quality of learning that can achieve as expected target in regard with the improvement of quality of learning. According to Sudjana (1990: 35) state that quality of learning can be view from two

things, such as the process and products of learning. The process of learning is considers has the quality if activities of learning take place effectively and the students has significant experiences in learning (PBM "proses belajar mengajar"). Product of learning is considres to have quality if students show their level of understading in mastering activities of learning base on target and objective of education.

Portuguese language is recognize as National language and it should be promote to all Timorese people. One of effort to promote Portuguese languages more effectively is through the process of learning activities in school. In promoting Portuguese languages to be success and have optimal result it needs process of learning and teacher needs to develop activities of learning more innovative in order to increase the motivation of students in their style of learning that can support to achieve maximum learning results.

Portuguese language will be easy understood by students if it has enough support from infrastructure in learning activities. One of important tools that can be considere as guide of innovatife learning are materila of teaching portugues languages that relevant with needs of students Therefore, students needs for communication is really needs in learning activities wheather inside the class or outside the class.. In conjuction with above statement,teacher needs to have teaching material that relevant with practical learning base on the needs of comunication that needs by students therefore ,languages that study can be practical directly in dailly comucation in school or ourside the school, due to that it needs to develop teaching material of portugues languages in order to improve effectiveness of learning activities that support communication of senior high school in Dili, Timor-Leste.

The Importance Instructional Teaching Material in Portuguese Languages

Instructional teaching material in Portuguese languages is set up in coherent and systematic. In the instructional material is show the complete descriptions of the competencies that must be mastered by students who learn the Portuguese language the good teaching materials should provide an opportunity to students to develop their competencies in systematic way and base on program Therefore students is able to master all competencies in all accumulative unit and in one uniform .

Take into consideration the important of teaching material, as state by Sungkono (2003: 1) teaching material is an instrument that contains of teaching materials that have design to achieve learning objective. As instructional materials to teaching portugues languages it containts teaching instrument, messages, or content of topic that compose of idea, fact,concept,principels of rules, and theory that can use to teach students that have skills in using languages for the needs of comunication. Base on principles of needs, it can be express that teaching material that need in Portuguese languages is "design". Instructional teaching material that design and prepare to use in learning activities should exposure inside class and outside of class. Instructional teaching material can be orinted to knowledge, behaviour, value,atitude and method,.

Teaching materials in Portuguese languages have an important role for students. Teaching materials can be function as bridge to transform the knowledge, skills, and values of life, culture, and character of (moral and personality) students. In addition, teaching materials also can give great contribution to students who success in learning

activities. The important of instructional material is also report by World Bank 1989 and says that the owner of books and other facilities from students it has positive corelation with achivement of succssesfull learning that gain

The resul of case study that conduted by Heyneman (1981) show that there is significant corelation between action of instructional material with achivement of learning. The result of this study also support my Patric (1981) state that instructional material for teaching as medium instruction that have dominan rules in the class. Instructional teaching material also have central rules in all education level because instructional teaching materials is an instrument of delivering the subject in curriculum according to Cunningsswort (1995) and to conclude all above explanation it can summaries that there is nothing greater influence over the content and implementation of learning activities rather than using teaching materials.

In the process of learning,teaching materials have funtion to students and teacher who teach. In conenting with funtion of teaching material Ansary (2002) says that teaching material as format of working schelude that manages time and program of teaching so that teaching materilas (1) focus on clear objective of teaching(2) to show how to handling the process of teaching more seriouly, (3) play rules as sillabus,(4),provide the text and activities that ready to use, (5) easy way to provide teaching materials,(6) students more focus in learning,(7) and evoid the dependency to teacher

Alternative Solution for Problem of Learning Portuguese Languages

Portuguess languages will be understand by students if instruction teaching materials is base on students needs who learen. The needs is consist of pracical needs to comunicate inside class or outside the class. Link with above statement the teaching practical material,that used by portugues languages teacher it should relevant with students need for comunicate. Therefore the languages that learen can be directly pratical in comunication among students for daily activities inside the school or outside the school. Base on the conceren above the reseacher tend to do reserach for improving portugues languages that deal with instructional teaching material for enhance the effectiviness of teaching languages for better communication among students in Timor-Leste.

The essential of learning the languages is to communicate and to be able to communicate well, students do not just memorize words, but they have to really understand what is intend to say from that languages. Therefore, to be abel to understand and use the languages correctly that have been learen by students it need to contruct the knowloges and their understading for better implementation due to that issues,teaching material should be develop base on constructive approach.

The module to develop teaching materials for Portuguese languages base on design R2D2 because is more constructive. Other approach is more focus on behaviorist module such as ADDIE (*analysis, design, development, implementation, and evaluation*), Kemp (1985) *The Instructional Desaign Process*, Dick and Carey (1990) *systematic design model*, and Je Dai Sik (1996), including the module of Triagarajan and Semmel (1974) like 4D (*define, design, develop* and *disseminate*. Those developments are more procedural because it is linear. In the field of teaching design, a number of aspects of teaching behavioral design models assume that the relationship between languages with

the external reality is very important, so use language carefully will allow us to make the process of teaching design objectively and rationally. Yet, in reality, the nature of learning in the classroom is complex and repetitive, is not always linear and procedural.

To develop teaching materials with the behaviorist approach model ever conducted by Dai Je Sik. Dai Sik (Suroso: 1999) is about how to develop teaching material for managers in Korea. the development method the conducted by Dai Sik is base on model of deveopment behaverist apporaoch, there are certain stages that must be done before it can carry out the next stage The result of this instructional teaching materilas that have been develop also has a weakness.in this sense teaching material of languages that have develop is not facilitate the students but give facilities to others. Teaching materials is focus on the students as an object not as subject learners. But it should be goes in different way, the students as subject learner so that the main function of teaching material is to serve learners, not the other party. Therefore, the development of R2D2 model is really appropriate teaching materials for improve the communicative of Portuguese languages.

Characteristics in Portuguese Language as Communicative of Teaching Materials

The instructional teaching materials in portugues languages as communicative is develop base on sequence, and it consist of initial introduction, and continued with thematic units in accordance with students needs in their communication and it develop due to communication interest from society and the selecting of teaching material is also base on the needs of society. On the words, the topic to select material is link with topic of communication of students that base on their ages. And for content of teaching material is base on general content that use to communicate in society

Adjustment of the topics and teaching materials have an objective that student can implement to communicate with community. Therefore, teaching materials has a value and benefit for students so that they feel interested and motivate to learn Portuguese languages. In this case, the teaching material is giving the training to students to conscious about the value of communication in order to use languages correctly. This condition is consistent with the view from Littlewood (1984) which states that language learning is a natural response to communications needs (both productive and receptive). Therefore, it is necessary to arrange teaching materials that can make learners to pay attention to the values of communication of what they learned. Littlewood also stated that the wariness in class room can be a barrier to learning and make students lazy to express themselves as learner of second language Therefore, through the implementing of suitable teaching materials that fit students needs it provides an opportunity for students to express themselves and create an atmosphere that more interesting in classroom.

Learning materials that fit with students needs will make learning more interesting. Therefore, the process of learning can run more effectively According to Popham and Baker (Hadi et al., 1992), the effective learning is a process of learning that produce the result to changes ability and the students perception as more expected from Popham and Baker says that the process of teaching activities is more effectively is depend on choice and using of develop method teaching that base on the objective of teaching. However, Altanis and Altman (1981:44) suggested that to produce the effectiveness, a teacher needs

to understand what is not proper to teach for students in context of learning. Formal languages and obligation that required by teacher base on text and requirement of exam include the prospect future

Instructional teaching material is one part from units theme. Each unit begins with dialogue, enriching the dialogue practice the content of dialogue, spontaneously dialogue, understanding about the text and reading exercise. The development of packajing of teaching material it should be comunicative so that it give the opportunity to students to practice in comunication. And base on opinion of Littlewood (1984:24) says that learen the languages is need comicative apparoach and it focus on the objective of using the languages base on context of conversation that occurred. To learn languages is focus on the achievement and objective of learning such as the commutative competence in this case, communicative approach is focus on linguistic students in order to use the languages correctly. This kind of ability is state by Savignon(1984,57) as communicative approach.

Organizing the contents of teaching materials is set up base on communicative approach. The delivering of subject base on the orientation of process of learning the languages and base on duties and function of communication. In this case is base on basic principle of communicative approach that mention by Siahaan (in pateda,1991:86)Such as (a) the material must consist of language as a communication tool, (b) material design should emphasize the teaching-learning process and not the subject, and (c) the material must give encouragement to students to communicate naturally

Every unit of teaching materials that have been developed it consist off, example dialog, conversation of dialog, practical dialog, and spontaneous dialog. It is intended to help students to achieve the expected competencies. In general,teaching materials or subject of teaching that content knowloges,skills,attitude,or the values that need to learen by the students. From the point of teacher,the sucject of teaching materials should be teach by teacher or shoud be delivered in activities of learning, but if we look at the prespective of students, it must achive the competencies that will be assess by using instrument of assessment that habe been prepared base on the indicators that achive in learning.

To develop teaching material is to give respond that exist in field. In regard with the difficulties to find teaching material that fullfille students in comunication. The teaching materials have strategies value in activities of learning. Banathy (in Billy, 2008) explains that the development of teaching materials is a systematic process to use to identify, develop, and evaluate the content and learning strategies in order to achieve the goal of learning more effectively and more efficiently. Further Shaheed (2003) says that the development of teaching materials is to develop learning strategies not for interest of developer but for alternative of solving the problem.

To develop teaching materials is based on the needs in field, especially to learn Portuguese languages in Timor-Leste. In this case it has same opinion with Billy (2008) states that the purpose of development teaching materials are (1) to prepare the learning activities in various situations that take place as optimally, (2) to increase the motivation of teachers in order to manage teaching and learning activities, and (3) to prepare learning teaching activities by fulfilling new teaching materials, and to implement with new strategies as well. Same idea also sated by, Mbulu (2004: 6) says there are four

objectives, such as (1) to obtain instructional materials in accordance with the purpose of institutional, curricular goals and learning objectives, (2) the teaching material is set up appropriately base characteristic of each subject (3) synthesized and sequences of subject of each topic should be systematic and logical, and (4) It has open oportunity to develop teaching material that focus on "IPTEK" the development of science and technology. In addition "Kemendiknas" or, Ministry of National Education (2007) formulated three objectives, such as (1) To explain and to make it easy for delivering messages so that is not to verbal, (2) to overcome the limitations of time, space, and sense of ability, both students and teachers, and (3) it can be use variously and appropriately

Teaching materials in portugues languages can be develop by using various method such as (1) dialogue, (2) enrichment, (3) respond spontaneously, (4) creativity, (5) reading comprehension, (6) questions the content of reading, (7) exercise to complete sentences, (8) exercise of changing sentences pattern (9) exercise of using verb, (10) develop words in sentences, (11) t exercise of storytelling, (12) exercise sentence the active-passive, (13) the exercise sentence basis, (14) exercises compose a text conversation, (15) exercise of substitution word to complete sentence. The fifteen various product is develop step by step and it's depend on level of difficulties, for example, material for reading is develop base on the previous text..

According to Mbulu (2004:8) Module to develop the teaching material it have seven principal of developing material and can be describe as follows (1) step by step , it's mean is start perform from the group and determine other lesson until find the content of lesson,(2), overall, it's mean that to execute it should look at each lesson in general not part by part ,(3),) systematically, it's mean that when perform it should consider the content of lesson as an unity and through the repetition process.,(4), a flexible, meaning that it can accept new lesson that not been covered at the time of implementation.,(5), validity of the science, it means teaching materials based on the level of validity of topics and follow the sequences of teaching and should be trust,(6) oriented to learners, meaning that should consider characteristics of learners and the needs and interest / attention of learners. (7) Sustainability, meaning the development of teaching materials is a process that can't stop when it's on the way, but it is a process that connects all development activities, such as design, evaluates, and benefit.

All instructional teaching material that develops is practical way that can directly use for students. In this case, the students involve actively and directly in instructional teaching material. It has similar concept with Dewey ***Learning by Doing (see*** Pannen, dkk.2001:42).strategies of teaching and learning that introduce in instructional teaching material is base on active learning, that currently known as "***Student Centered Learning*** (SCL)" active learning is develop by theory of Dewey. And implement the principle of ***learning by doing. It says that*** students should involve the process of learning spontaneously / learner active in the process of learning.

Teaching material is use to have communicate approach Compare with (Djiwandono, 2011). product of teaching materials that develop base on the necessities of students in community. Therefore the product of communicative teaching material that develops can fulfill. Linguistic competence, sociolinguistic competence, discourse Skills and competences in strategic.

RESULT OF RESEARCH

To develop the product of instructional teaching materials have been revised based on advice from expert of Portuguese language learning and expert design of teaching materials as well as validity test and reliability in the field .Three of the Portuguese language teacher who implement the instructional teaching materials gives the averages score is 3.7. This indicates that instructional teaching materials can be trust validity and reliability to teach lesson in senior high school in Dili Timor-Leste. Meanwhile, the students' also give good responses to use the instructional teaching material through their indicating of given the averages score 3.5. This response also indicates that students feel happy with the teaching materials and easily understand to implement teaching materials that contain in the products of instructional teaching material. Students says that they also get benefit from product from developing this teaching learning material .

To Validate the product of teaching material is also base on the score of the students after using the book. The lowest score that the students got after using the book is 68, compare with lowest score before using the book is 55. And the highest score after the students' use the book is 87, compare with highest score before using the book is 78. The average of score is also has significant increase after using the books and it start from 70,87 compare with 77,75. In this case, there is significant increase around 6,78. It shows that the averages score of students is increase and it give significant contribution for developing the instructional teaching material in senior high school in Dili Timor-Leste.

There is significant result of learning from students due to the teaching material that use is coherent with students needs. The activities that connected with students needs will give the motivation for students (Larsen-Freeman, 1986:133; and Rodrigues, 1983:59). State that High motivation will be able to improve a person's success in learning (lambert in Materu, 1985: 58). High motivation can increase the successful of students in learning This happens because with high motivation, students are encouraged to learn and able to do sometimes that they want to achieve, the increasing of motivation can be seen in the activities that the students is more active in what they are learning. But if the teaching material is not suitable of what is needs by students it will be very bore and the motivation of learning will be low, according to (Richterich, 1983:2).

In conjunction with the increasing of number of score, according to Djamarah and Zain (2006: 105-106) explains that a learning activity can be successful if it meets the criteria of (a) absorption of the teaching materials that reach high achievement, either individually or in groups, and (b) expectation of behavior that has been achieved by the students, either individually or in groups

The students learning outcomes is high due to the suitable material of learning that needs by students. The content of teaching material is set up base on the communication needs of students. Meanwhile, to organize and to deliver the lesson is base on learning style of students. In this case it has same opinion with Iskandarwassid and Sunendar (2009: 6), which explains that to have successful study the selecting strategies or teaching approach should be plan exactly base of four principle of learning that categories as (a) identify changes of behavior and personality of students, (b) selecting of teaching approaches, (c) select and define the procedures, methods, and techniques of learning, and (d) establish norms and complete the minimum requirement.

The instructional teaching materials that develop for teaching Portuguese languages is transform to the product of teaching material that focus on practical communication of students in society. Therefore the value of communication is considered as one of priority in developing the teaching material. Learning the languages is to training the students to pay attention of value of communication so that they can use language appropriately. Littlewood (1984) says that language learning is a natural response to communications needs (both productive and receptive). Therefore, it is necessary to convince the students to always pay attention to the values of communication studies. Littlewood also stated that in the classroom, the wariness can be obstacles to learn and make students lazy to express themselves in second language learning. Therefore, it is necessary to avoid excessive criticism of the performance of students, and give opportunity to students to express themselves, and create the good atmosphere in class

CONCLUSION

Based on result of research it shows that instructional teaching material in Portuguese languages is suitable to teach as communicative and have significant values to use as instructional teaching material for teach Portuguese languages. In addition, instructional teaching material that develop base on students needs in communication Therefore is recommend to teacher in Timor-Leste who teach Portuguese languages to implement instructional teaching material that commutative as teaching guide . In implementing the competences of Portuguese languages that more communicative, the teacher should give a lot of time to students to practice their communication and teacher only act as communication partners with students, while simultaneously acting as a regulator of communication in class. ✍

References

Alatis, JE, Alatis, P., & Altman, H. 1981. The second language classroom: Directions for the 80s. New York: Oxford University Press.

Ansary, H. and Babaii, Esmat. 2002. A Step Toward Systematic Textbook Evaluation. Iran: Shiraz University.

Portuguese East Timor, http://id.wikipedia.org/wiki/Timor_Leste accessed December 18, 2013 Cunningsworth, A. 1985. Choosing Your Coursbook, Oxford: Heineman.

Dick, Walter, Lou Carey and James O. Carey, 2009. The Systematic Design of Instruction, Seventh Edition. New Jersey Columbus, Ohio: Pearson.

Djiwandono, Soenardi. 2011.Tes Handbook for Teaching English Language. Jakarta: PT index.

Heyneman, et al. 1981. Textbooks and Achievement in Developing Countries: What We Know, in the Journal of Curriculum Studies Vol. 13, No. 3 (1981) 227-246.

Iskandarwassid and Dada Sunendar. 2009. Language Learning Strategies. Bandung: Teens Rosdakarya.

Dai Je Sik.1996. Indonesian Learning Materials Development for Managers Korea in Jakarta. Jakarta: Graduate Program in the Institute of Teacher Training and Education Jakarta

Larsen-Freeman, Diane. 1986. Techniques and principles in language teaching. Oxford: Oxford University Press.

Littlewood, W. 1984. Communication Language Teaching. An Introduction. London: Cambridge University Press.

Mbulu, J. and Suhartono. 2004. Development of Instructional Materials. Malang: Elang Mas.

Pannen, Paulina et al. 2001. Teaching in Higher Education: Konstrukktivisme in Learning. Jakarta: Directorate General of Higher Education Ministry of National Education.

Pateda, Mansoer. 1991. Applied Linguistics. Ende-Flores: Nusa Indah.

Patrick, J.J. Governement Highschool 1988. Textbook, in ED301532 ERIC DIGEST, December 1988.

Richterich, R. 1983. Case Studies in Identifying the Needs of Adult Learning a Foreign Language. Oxford: Pergamon

Savignon, S.J. 1986. Communicative Competence: Theory and Classroom Practice. Cambridge: Massachusetts: Addison - Wesley.

Sudjana, Nana. 1990. Theories of Learning for Teaching. Jakarta: Issuing Faculty of Economics, University of Indonesia.

Sunaendar, Lina and Iskandarwassid. 2008. Language Learning Strategies. Bandung: PT Young Rosdakarya

Sungkono. 2003. Development of Instructional Materials. Yogyakarta: FIP UNY

Thiagarajan, S; Semmel, D.S; & Semmel, M.I. 1974. Instructional Development for Training Teachers of Exceptional Children: A Sourcebook. Indiana: Indiana University.

World Bank. 1989. Indonesia: Basic Education Study. Washington DC: World Bank.

THE EFFECTIVENESS OF PAPUA PEACE EDUCATION (PAPEDA) IN THE PRIMARY SCHOOLS

Agustinus Hermino
Postgraduate Student at State University of Malang
Email: agustinus_hermino@yahoo.com

Abstract: Papua is the largest island in Indonesia and as a province which located in the most eastern Indonesia. Papua's development to the attention of the Indonesian government at this time, because it is still lagging behind other provinces. Papua geographical conditions, culture and language are diverse, many tribes in Papua, making it is not easy to build Papua, especially in the education sector. In Papua is known for its three geographic conditions, namely: 1) the coastal areas, is the areas which are around the sea; 2) mountainous areas, is the areas which are located in the mountains; and 3) sub-urban areas, is the area which are located between the coastal areas and mountainous areas. It is very important to conduct peace education for children from an early age so that their understanding can change and be agents of peace. Peace education can be done in schools, especially in the primary education, and can also be done in the community by doing intervention in adult to raise their awareness and increase their capacity about peace, so adult in community can provide peace environment for children to grow in their environment, their family, and their school. Focus of the research are: a) what factors are causing the child does not go to school; b) the role of parents in children's education; c) parental understanding of the importance of education for children; d) the role of schools in education for peace; e) the role of leaders: religion, society, and customs in support of children's education. Methodology of the research is qualitative. Result of the research, are: a) peace building and child protection as a mainstream at primary schools; b) social care empowerment need to be developed regarding peace building and child protection; c) improvement of government policy to foster peace and child protection.

Keywords: effectiveness, papua peace education

Papua is the largest island in Indonesia and as a province which located in the most eastern Indonesia. Papua's development to the attention of the Indonesian government at this time, because it is still lagging behind other provinces. Papua geographical conditions, culture and language are diverse, many tribes in Papua, making it is not easy to build Papua, especially in the education sector.

In Papua is known for its three geographic conditions, namely: 1) the coastal areas, is the areas which are around the sea; 2) mountainous areas, is the areas which are located in the mountains; and 3) sub-urban areas, is the area which are located between the coastal areas and mountainous areas.

It is very important to conduct peace education for children from an early age so that their understanding can change and be agents of peace. Peace education can be done in schools, especially in the primary education, and can also be done in the community by doing intervention in adult to raise their awareness and increase their capacity about peace, so adult in community can provide peace environment for children to grow in their environment, their family, and their school.

Jayawijaya regency consists of 40 districts, 328 villages and 4 sub-districts with a total area of 13.925,31 km2. According to the Jayawijaya Statistics Agency (BPS, 2014), the total population in Jayawijaya regency in the mid-2013 stood at 203.085 people with 99,512 females and 103.573 males. Jayawijaya regency was developed based on Law No. 12 1969 with its capital Wamena. Jayawijaya regency borders with regencies of Lanny Jaya, Tolikara, Central Mamberamo in the west; Yahukimo and Yalimo in the

East; Nduga and Yahukimo in the South; and Central Mamberamo and Yalimo in the North.

Lanny Jaya regency was developed from Jayawijaya regency, which consists of 10 districts namely Tiom, Pirime, Makki, Gamelia, Dimba, Tiomneri, Melagineri, Balingga, Kuyawage and Poga. Lanny Jaya regency has the total area of ± 2.248 km2 with its capital Tiom. The regency borders with Tolikara regency in the north, Nduga regency in the south, Jayawijaya regency in the east and the western part borders with Puncak Jaya regency. According to 2010 census, the total population in Lanny Jaya was 148.522 people with 79.691 males and 68.831 females.

In terms of security, Papua has experienced conflict far before the transition to democracy. Beside horizontal conflict between Papuans, vertical conflict between the natives and Indonesian government is obvious as the demand for referendum and freedom has caused many victims. Security measure in Papua has caused many problems, including human rights violations in several areas.

From the different perspective, the conflicts in Papua may have been the outcome of injustice system derived from unequal distribution of economic development under the New Order regime. The unequal distribution process of the economic development had become institutionalized and an effort of structured and permanent impoverishment (Rathgeber, Theodore. 2006: 52). As parts of Papua, the security conditions in Jayawijaya and Lanny Jaya regencies are still prone to conflicts.

Context of Education

The education system in Papua Central Mountains first implemented in 1950s by individual missionary or groups backed by various churches. These missionaries learned the native languages and translated the bibles into those languages. Literacy is a tool to spread the bible. Missionaries have implement basic tradition of education in several areas such as Piramida and Ninia until today. They established schools in Wamena and Sentani that become one of the best schools in Papua.

The Dutch colonialist admitted their inability to educate the Central Mountains natives and therefore asked the church to implement education system, they also disbursed the fund through the church to pay salary for the teachers. They used Dutch language as medium before Indonesian language become mandatory after 1962. Then Biblical Church Education and School Foundation (YPPGI) was established to ensure that the system met the education standard .

In 1980s, the Indonesian government took over the education system. The health care system of missionaries was also taken over by the government, giving chances for the church to focus on their initial task to spread the bible , and at the same time, their authority in Papua declined as they handed over their social role. Teachers become civil servant and schools adopted education system implemented by the colonialist as national curriculum. However, the government did not fully taking over as there were no systematic mechanism and comprehensive partnerships between foundations that operates most of schools in Papua.

Anderson (2013) stated that the failure of transition system became obvious in Central Mountains since 2000, when there were mass killings against dozens of non-Papuan civil servant that triggered massive exodus in the area most of them were medical and

educational staff. The term Papuanization' emerged and occurred in massive scale within the governance, where the natives took the posts within the government as an act of affirmatively, not mandatorily; they have no competences but claimed their positions based on clan affiliations. It has negative impact to the established regencies. However, the newly developed regencies suffered worst impact, the education service collapsed. Based on all explanation above, it means that conflict has been part of Papuans history and has become one of the main factors in the poor quality of life especially in the education sectors.

In the other hand, Papuan children in Central Mountains do not speak Indonesian at home, they tend to learn Indonesian vocabularies based on daily adult conversations. The lack of fluency is understandable and schools should find immediate solution to address the problem, but what happen is quite the opposite. When they first step into the classroom, they were forced to speak Indonesian that cause them to encounter terrifying learning experience. They felt inferior to migrant children who speak Indonesian fluently.

Papua Peace Education

Papua Peace Education was a special project which designed and implemented by the World Vision Indonesia, region Papua. The main goal of Papua Peace Education is: Society that capable to provide safe and peaceful environment for girls and boys development. These cover family, social and school environment where children grow, socialize and develop both emotionally and physically. This research ativities were carried out at 12 schools in 2 regencies: Jayawijaya and Lanny Jaya with the distribution as follows: 1) 9 villages in Jayawijaya regency: Tulem, Maima, Assologaima, Wame, Air Garam, Honelama, Wesaput, Hepuba, Sinakma; and 2) 3 villages in Lanny Jaya regency: Makki, Indawa and Tiom

Based on the secondary data of the academic year 2014- 2015, the total students at 12 primary schools in 12 villages involved in Papua Peace Education activities were 2353 students, comprised of 1.197 male and 1.156 female. In addition, there were approximately 12 Principals, 138 teachers in total with 82 male and 56 female.

The Jayawijaya and Lanny Jaya regencies were categorized as underdeveloped regions compared to other provinces in the country (Ministry of Underdeveloped Regions, 2005). The criteria were determined by several factors: (1) rough geographic landscape, (2) relatively poor human resources, (3) limited facilities and infrastructure and (4) prone to conflict and natural disaster. These criteria specifically supported by Perdasus 2012 on Procurement on Basic Education Service for Remote Indigenous Community (RIC) in Papua that provides educational services using simple formula with one-roof concept. This RIC criteria as mentioned above: 1) Limited access for basic social service; 2) Isolated, homogeny and depended on available natural resources; 3) Marginalized in villages and cities; and 4) Live in bordering areas, coastal, remote islands (Presidential Decree, 2014)

To make work easier, researcher create area classification according to the spatial concept of Jayawijaya and Lanny Jaya regencies. The research at the schools is based on ring zone, with ring I covering accessible areas to the ring IV with difficult accessibility:

Table 1. School interventions ring zone

Schools	Ring Zone
Jayawijaya regency	
SD YPPK Honelama	I
SD YPPK Hepuba	I
SD YPPGI Anigou	II
SD Inpres Wesaput	II
SD Inpres Air Garam	III
SD Advent Maima	III
SD Inpres Wame	IV
SD YPPK Assologaima	IV
SD YPPGI Tulem	IV
Lanny Jaya regency	
SD Inpres Tiom	IV
SD Inpres Indawa	IV
SD YPPGI Tobanapme	IV

According to the table above, six school interventions are located in ring IV areas with low transportation and information accessibilities and the rest are located within ring I-III zones. The main focus of the research lies on peace building and child protection issues using school as an approach. The research process was refer to the Jayawijaya and Lanny Jaya Education Agency program and plan, and also the process should be in line with national education program without abandoning the local needs especially the natives Central Mountains.

The relationship between education purpose and strategic plan implemented by the local government and provincial strategic is as follows:

1. To improve quality and quantity of education infrastructure and facility.

   The strategy target is the procurement of educational models and textbooks (Mathematics, Science, Indonesian Language and Social Science) for primary school students. Some project activities related to the development of local wisdom-based educational media have resulted in simple teaching aids that can be used by students or teachers: car toys made of clay that can be used for mathematics and science subjects at SD Advent Maima, Honai miniature as educational aid for Social Science subject at SD Inpres Tiom primary school and Honai education home at primary schools such as SD Advent Maima, SD YPPK Anigou, Inpres Wame, SD YPPK Honelama and SD YPPK Hepuba synergized with the school budget. The Learning Honai was built as an interaction space between school entities as well as to develop education process using local context aspired by PAPEDA Project. Other school infrastructures are volleyball court and renovations of student toilets at SD Inpres Wesaput Instruction primary school.
2. Improvement of teachers and educators competences.

   The aim to improve the capacity and competence of school teachers is in line with the PAPEDA Project activities, which is educational training such as School-Based Management (SBM), Learning Implementation Plan (LIP), Active Joyful Effective Learning (AJEL) and others.

After the training, the teachers will have direct mentoring at school to ensure that their knowledge can be practiced in teaching and learning process. If problems were encountered, the project team could immediately help to find solution.

3. Improving learning and graduate quality.

   The plan is related to the availability of education material integrated with life-skill, and local excellence in relevant school subjects. Several project activities related to the application of AJEL method have utilize tools and models obtained from local environment. Learning plan module compiled by school intervention teachers could also be important learning source for other school teachers. There is a change in learning atmosphere and students' academic achievement from teachers who have implemented AJEL learning.

4. Improving educational management and governance.

   Optimization of school-based management implementation at school is the main goal of the strategic plan. SD Advent Maima, SD YPPK Honelama and SD Inpres Tiom primary schools have principals with sufficient capacities. They benefitted from the activities especially related to the school management and governance. Effort and initiative to implement SBM and AJEL learning method as well as the involvement of school committees and parents have existed at targeted school.

The information above clearly showed that Strategic Plan from both Education Agencies in Jayawijaya and Lanny Jaya regencies have connected to the understanding of peace education building activities but have yet correlated with the goal and target regarding the education strategic planning in the both regencies to the target primary school condition. The Papua' s Central Mountains is a remote area with high social disparity between cities and remote villages. Many children who have graduated from primary schools have poor basic literacy and numeracy skills. The matter continues to the next level even to university. One of the main factors is that the teachers do not have adequate literacy and numeracy skills to teach the correct concept.

Civil Society is Impowered to Build Culture of Peace Building and Child Protection

Culture is context, in which it embodies exposition about certain society. Culture is a text that needs to be interpreted more than a concrete set of behavior. Understanding culture is like understanding text that needs to be interpreted in order to capture embedded symbolic meanings (Anderson & Huesman, 2007).

In the course of history, communal conflict in Papua' s Baliem Valley is a symbol of manhood and strength. Dani, one of the most notorious tribes in Papua that inhabited the valley, is a wise, friendly and warm tribe. Dani tribe determined their leaders through communal conflict. The war is more of spiritual way rather than as a mean to settle a dispute. As the tradition shifted, the meaning of communal war has changed as a tool to seize power as well as to settle a conflict.

Central Mountains tribesmen grow up with the tradition of characterization. Tribal chief and clan elders are respectable as they are considered capable to lead Papuans. The shift in the meaning of conflict was exacerbated by the ' bloody' annexation by the Indonesian government. The loss of trust in tribal chief and elders has the negative impact on the younger generation in Central Mountains.

Papua Peace Education has carried out various efforts to coordinate with related parties including local and religious leaders, culture and education experts in a bid to rediscover the cultural value and traditions to restore the Papuan identity.

Interview with sources supported the findings. Communal conflicts triggered by minor disputes such as love affairs, thefts and altercation, occurred in several parts of the province have caused disturbances in school environment.

Principals and teachers have limited capabilities to handle the conflicts. Local leaders, sometimes with the help from local authorities, will mediate a truce between rival clans. Local institutions and leaders also conduct variety of campaign to raise awareness among communities on the importance of peace building and child protection. Child-Friendly Village Initiative. The applicable law within community is usually unwritten. While there is no applicable law that specifically address child protection issue, some communities uphold unwritten law to support schools to implement teaching and learning process.

Importance of religious values and culture awareness at school (Berkowitz, 2003). The role of church and local leaders is important to achieve project indicator target. All organizational and individual respondents have very well understandings on customs, culture and Papuan local context. One of the supporting factors in implementing conducive learning process at SD Advent Maima, SD YPPK Hepuba and SD Inpres Tiom is the presence of local church members that involved. Several locations visited by the team have Honai functioned as learning center.

Most of targeted school are run by religion-based education foundations such as Advent Education Foundation (YPA) by Advent church, Biblical Church Education and School Foundation (YPPGI) by the Protestant Churches, and Catholic Education and School Foundation (YPPK) by the Roman Catholic Church. Papua Special Autonomy Law No.21/2001 has accommodated the foundations as the main partners to provide education in Papua.

Local leaders, educators and culture experts agreed that education in Papua' s Central Mountains should return to local context. The issue however lies on Indonesian national curriculum, that stresses on one size fits all concept. Dealing with Papua is about pluralism. Papuan children grow in Multilanguage environment with complex geographic condition, and even the children have different physical characteristics.

The curriculum requirement has become some kind of scourge for various reasons. The advantage of the national curriculum is freedom for schools to develop their local characteristics through formal and informal activities, including local content subjects and extracurricular. Unfortunately the local administrations have yet to manifest it as part practical curriculum at schools.

Child-Friendly School (CFS)

Cooperation between education agency, society and religion-based organizations is needed in order to build strong foundation in education (Reinhartz & Beach, 2004). This cooperation is expected to improve the capacity of educators to cultivate a commitment to develop and formulate ideas as well as practical solution and contextual to improve the quality of education in Papua, especially in Central Mountains.

CFS is an education unit capable to guarantee, provide and respect the child rights protection against violence, discrimination and violence, as well as to bolster children participation in planning, policy, and study and complaints mechanism. CFS is one of the

indicators of Child-Friendly City (CFC) as stipulated in Ministerial Regulation of Women Empowerment and Child Protection Ministry Number 12/ 2011 Article 11.

Several parents said during a discussion with the research team that they have been aware of Law No.35 2014 on Child Protection through socialization conducted by project team during National Child Day commemoration or workshops at each school intervention project. If their children experienced violence at schools, they will not hesitate to address the issue directly to teachers and Principals.

CONLUSION

Papua Peace Education Project implementation conducted by World Vision Indonesia in Jayawijaya and Lanny Jaya has given a lot of progress in the education sector in the regencies, especially at the level of knowledge about the rights and protection of children. Most of the respondents, which is a stakeholder, gave a positive appreciation which was designed based on local wisdom. Generally, the Papua Peace Education Project has successfully reduced violence against children and improve the quality of teaching and learning throughout the school intervention.

Some important points with regard to the achievements and challenges still faced by the project are: a) Targeting the issues of peace education and protection of children in education in all its complexity, particularly in the Central Mountains of Papua, is a hard work. Strategy of the project that uses school as a work area is the correct decision because value and character education is only possible if developed by habituation pattern every day. b) School is a unit in a much larger system, the national education system. Systematics and school management procedure regulated by and subject to the applicable legislation. The curriculum that is a core part of the learning and teaching process in schools is also regulated by certain rules, the national education system. Unfortunately, the understanding of the curriculum is not controlled properly by the school principal, teachers, and even the local education office staff. Local content that has been mandated in the national curriculum, but due to a narrow understanding, are not applied practically by relevant stakeholders. c) The main purpose of the project is to provide a safe and peaceful environment for children in need for standard conditions school, in the sense of teaching and learning occurs regularly, but fact is quite the opposite. Thus, most of the activities of the project strived to ensure that the implementation of the learning process carried out smoothly, the teacher was present and responsible to teaching in their respective classes. d) Most school interventions have conducted the learning process on a regular basis, regardless of the constraints of the principal and teacher absenteeism. Papua Peace Educuation project plays a major role to ensure this, then seek to improve the quality of learning and teaching process through the School Based Management implementation and curriculum development in accordance with the conditions and the situation of children learning environment in the Central Mountains region.

Based on the explanation above, Papua Peace Education Project sustainability need to be escorted through advocacy for local government together with partners (leaders, community organizations or church organizations) that have been established during project implementation. For further project development, character education is necessary to find a model that is more practical and hands-on in accordance with the context of the Central Mountains region. ✍

Reference

Anderson, Bobby. 2013. The Failure of Education in Papua' s Highland, diakses dari: http://www.inside indonesia.org/the-failure-of-education-in-papua-s-highlands

Anderson, C.A., & Huesmann, L.R. 2007. Human aggressión: A social-cognitive view. Dalam Hogg, M.A., Cooper, J. The sage handbook of social psychology: Sage Publication.

Berkowitz, L. 2003. Affect, aggression, and antisocial Behavior. Dalam Davidson, R.J, Scherer, K.R., Goldsmith, H.H. Handbook of Affective Sciences. Oxford: University Press.

Jayawijaya Statistic Agency (BPS). 2014. Wamena: Statistic Agency

Law Number 21 Year 2001 about Special Outonomy for Papua Province.

Presidential decree No.186/2014 on RIC Social Empowerment. Accessed from http://peraturan.go. id/inc/ view/11e4a52193cba9aeb16f313330373135.html, dated 10 October 2015

Reinhartz, J. & Beach, D. M. 2004. Education Leadership. Changing Schools, Changing Roles. Boston: Pearson Education, Inc.

Rathgeber, Theodor. 2006. The Rights of Economic, Social and Culture in Papua: Study of Social Reality and Politrical Perspective. Jakarta: Sinar Harapan.

STRENGTHENING THE ROLE OF FAMILY FOR REDUCTION STUDENTS PROBLEM THROUGH SCHOOL–BASED FAMILY THERAPY

Arbin Janu Setiyowati
State University of Malang
Email: arbinjs_rk@ymail.com

Abstrak: The family is the first educational environment which has an important role in determining a child's development. The family is a system, when the system does not run properly then it will have an impact on family members in the form of deviant behavior. Therefore, it does not rule out the possibility that the problems experienced by students at school are the result or continuation of the environmental situation of the family. School-Based Family Therapy (SBFT) is a new breakthrough for counseling services in schools in Indonesia, given the fact that the root of the problem of students come from families. SBFT working system that is systemic and involves many parties associated with the lives of the students it is possible to see the students' problems as a whole and sharing viewpoint. SBFT goal is to improve the ability of family members to support each other. SBFT work to enable family members to use their resources more efficiently in order to support and to help members of families through difficult times. This is where the strength SBFT making it feasible to implement in an effort to help students solve problems and achieve prosperity.

Keywords: strengthening the role of family, student problem, school based family therapy

The formation of the personality of a child rests with the parents and the child's personality formation begins from family. Children require extra reinforcement personality of the parents, because at the present time most children are still susceptible to mental turmoil. For that children urgently need strong parental figures and the guidance of parents so that they have a good personality and tough. Good personality and tough is the main capital for the child in real life. To instill good personality and strong for children, should start early. The formation of the child's personality is closely related to the role of schools and the community. In a family environment, efforts can be made to the formation of the personality of a child is a parent should create conditions of households/families conducive to the healthy development of children as well as cultivation of religious values and develop communication with their children.

Level adjustment and growth is dependent on the attitude of parents and the psychological and social atmosphere in the family. The attitude of authoritarian parenting, which impose power and authority to the child also will hinder the process of adjustment of the child. Usually the child will try to oppose the power of the parents and the child will tend to be authoritarian turn against his friends and tend to oppose the existing authorities both at school and in the community. Adjustment problems facing children can be derived from the psychological atmosphere of the family. Many studies have shown that adolescents who live in households cracked, have emotional problems, it seemed to him there is a major trend for the angry, aloof, in addition to a lack of sensitivity to social acceptance and less able restraint as well as more anxious than children who live in the house ladder reasonable. It was determined that most of the children were expelled from school because they can not adapt are those who come from households that are not in harmony.

A child's life will never be separated from the task of socializing with their environment. Family plays an important role in the process of socialization of children within families first because once the child to know and relate to others. This was due to the family environment is an environment of education and guidance. The main task of the family for a child's education is a foundation stone of moral education and character of children, mostly taken from their parents and from other family members. Children who fail to socialize with the environment will tend to experience problems, both with themselves and with their environment.

The family is the first educational environment which has an important role in defining and fostering the process of child development. Therefore, it does not rule out the possibility that the problem experienced by students at school is the result or continuation of the environmental situation of the family. Fights students, academic stress, suicide, low self-esteem, depression, sexual perversion, school failure is a fraction the problems facing children.

Those problems can occur in the absence / lack of good communication within the family, because education in the family is also a feature of the quality of the next child. By performing the communication in families between parents and children will be established a good relationship. Good communication within families is reflected in the treatment of parents towards their children. Which in the family, children are in need of affection from their parents. If in a family can be a relationship with the good, that is between parents and children in the sense of having good communication within the family, a child does not get bored and feel safe in it so that the child will be controlled and have good behavior, because of all the problems and her laments always be solved together in the family. And vice versa, if a family does not have good communication or lack of parental supervision of their children, the child will feel ignored and will seek pleasure outside that could damage his behavior.

Communication within the family can support a child's development because the communication is done within the family parents will be able to know what things are thought to potentially cause problems for the child. If communication can work well, all actions that deviate children will be addressed as soon as possible. Hence communication within the family it is absolutely necessary for the sake of development of the child.

Related communication, lately the communication patterns in the family environment is alarming. Development era characterized by rapid technological advances led to the role of families displaced by the increasingly sophisticated communications equipment. True communication tools designed to make human life more completely, tends to turn into a disaster, especially for the development of the family. Many families are precisely controlled by the gadget and what happens is each family member is busy with gadgets. This resulted in the death of communication among family members. Family roles severely compromised by the development of technology. Conditions such as if persistent, would certainly cause problems for families, especially for children.

From exposure to the above, indicate that the family has an important role in a child's life. When the family is able to function properly, the child will tend to be free of problems and able to adjust to both, yourself and the environment. Conversely, if the family fails to function properly, then certainly many children will experience the turmoil that led to the emergence of problems. It is important to restore the function of the family

that has been crushed by the progress of time and technological developments. The family is the major joints in the child's life, so the role of the family should be strengthened so that the child's personality is well established, which is able to adapt continuously either by themselve or to the environment.

FAMILY THERAPY AND SYSTEMIC PRACTICE

Family therapy addresses the issue of individual present in the context their relationships with the important people in their lives and the social network. It is an approach to psychotherapy that is recognized, the system is primarily aimed at the family as a social unit. In contrast to other approaches such as psychodynamic psychotherapy or CBT that focuses on the individual. Family therapy and systemic practice is a heterogeneous field; there are different schools and models that share some guiding principles and assumptions. Some of the objectives of family therapy for example: improved family functioning at different levels, increase mutual understanding and emotional support among family members, the development of coping skills and problem solving strategies in a variety of life situations and dilemmas so on.

There are many theories about family therapy. Some theories focus on the role of the family in predisposing individuals to develop problems or precipitate their difficulties. Other theories have focused on the role of the family in care issues. But all family therapist highlights the role of the family in solving problems. There is also considerable variation in the theory of family therapy that privileging the role of family interaction patterns, belief systems of family and historical contextual family and constitutional factors in the etiology and maintenance problems.

Traditionally the main focus on the interaction between family therapy family members, the quality of family relationships, the various functions of the development aspects of the family and so on (Lowe, 2004). Family therapy is the contextual perspective that emphasizes the role of the broader system, such as society and culture as a family-owned culture. Recently, a family therapist therapy has begun to refer to themselves as 'systemic therapists' because they pay more attention to the impact of the wider system and the social context in the life of society. Perspectives most systems supporting family practice, the therapist looked at the problem of the individual in relation to the different contexts in which people live: ie as a partner in a relationship, as family members, people with loyalty culture and/or religion, while also considering the social circumstances -economic and political processes (Carr, 2006). Systemic practice in the context as being of crucial importance for the development of psychological and emotional well-being of individuals.

A family therapy session usually lasts between 60-90 minutes; interval between sessions are from one to several weeks depending on the problem, the needs of family members, the stage of intervention and other variables. A decision on this matter negotiated collaboratively with clients and any other professional involved. Although it is difficult to estimate and different from one case to another case, the average length of family therapy interventions ranged between 6-20 sessions. Family therapy therapists most often work with more than one family member in the room but there are also sessions for individual sessions with parents separated from children. Some models of

family therapy include collaboration with co-therapists or teams. There are also times when systemic practitioners will intervene in a network of professional and / or social around families rather than specifically focusing on the core family unit. Both the length of sessions and therapeutic settings is the result of collaboration and mutual agreement between the therapist and the family.

Families can be a source of support for the individual but also can be a source of distress, misunderstanding and pain. Therefore, family therapy and systemic practice is important because the aim is to improve the ability of family members to support each other. Family Therapy works to allow family members to use their resources more efficiently in order to support and to help members manage transitional stages of family development or stressful life such as serious illness or death in the family.

In general, a situation or a problem that affects the relationship between family members, and family functioning is an aspect of the family who will benefit from systemic family therapy. Similarly, issues that affect the lives of individuals in relation to the relationship between the family and the wider context will benefit from a systemic approach. Involve others in the family or an individual in a social network can help to avoid the intervention of individual pathology and also can address the problem more effectively. Family therapy may be useful in times of crisis and also related to old problems. It also serves to prevent problems such as the difficulty of behavior, delinquency or mental health problems (Asmal, 2011). Some of the problems can be helped with a family therapy approach, among others: the mental health of children and adolescents; physical health problems; adult mental health; abuse of alcohol and drugs; phase transition of the problems life events, psychosexual problems; marital problems, psychosomatic problems, and so on (Stratton, 2005).

Family therapy based on systemic perspective is deemed able to provide effective assistance to individuals with various problems and difficulties. It can also be considered as a means of prevention against a wide range of problems that can affect the family or relationships with others later in life. Several studies provide evidence that family therapy is effective for the prevention of the emergence of individual issues and effectively to assist in the resolution of individual problems. Some studies / reviews also said that family therapy is not more expensive, and sometimes even significantly cheaper than other treatments that do not involve the family. Cost effectiveness offered family therapy attractive enough for families, and people who are responsible for publiki ministry or agency responsible for health problems. Some research suggests that family therapy can significantly reduce health care costs and the cost pharmacological therapy (Russell, 2007; Russell, 2008).

There are many studies that show the effectiveness of family therapy, systemic intervention or work with the family in the treatment of eating disorders, behavioral problems, depression, addiction, schizophrenia and other problems problems in childhood or adolescence (Chan: 2003; Carr: 2009). Although the success rate and effectiveness of family therapy interventions differ from one case to another, but in European countries, family therapy recognized as an evidence-based approach by scientific bodies, for example in the UK, Germany, Finland etc.

SCHOOL - BASED FAMILY THERAPY TO REDUCE STUDENT PROBLEMS

Family issues, such as marital strife, divorce, financial difficulties, abuse and neglect of children, life-threatening disease, the involvement of relatives in gangs, and poor parenting linked to various problems of children, such as delinquency, depression, suicide attempts, and substance abuse. This family problem may have negative effects on learning and behavior of school children. However, many studies have shown that healthy families deal more effectively with problems they can help children succeed in school.

Related to the above phenomenon, it is considered that the family is the key to an individual's life. For that we need a breakthrough in school related efforts to help students with problems. It is important for schools to consider the existence and role of the family in the problems of the students. When found the fact that the family contributed greatly to the emergence of problems of students, the approach used to help the students also must approach rooted in the family. Family therapy is desperate to address the increasingly complex problems of students. Family therapy, which focuses on strengthening family functioning is seen as the appropriate approach to involve the family in solving the problems of students. The problems of students who appear allegedly stems from the failure of the family function, then for solvings problem students should begin with efforts to improve the role and function of the output in itself. When the role and function of the family is running as it should, it is expected that the problems students will be decomposed and students can develop optimally.

Approach to family therapy has been used and effectively to help resolve the problems associated with the growth and development of students such as: bullying and cyber-bullying, depression, marital problems, school violence, grief and loss, trauma, life-threatening illness, crises school, learning disorders, immigrant families, suicide, and school suspension (Carr: 2009; Sexton: 2010). The results showed effective family therapy to address the problems mentioned above so that said the success rate is very high. For that family therapy is suitable to be implemented in schools to help students with problems.

In Indonesia, family therapy approach has not been used in an effort to help the problems of students in the school. This is because this approach has not been familiar in BK practitioners in schools. Besides the Indonesian culture that considers family problems is a taboo for to be revealed to the public, predictable approach to family therapy will be difficult to be accepted in our society. But with the confidence and constant effort from the school counselor, the presence of family therapy is expected to be well received in the community.

School-Based Family Therapy is a breakthrough for BK services in schools Indonesia given the fact that the root of the problem of students come from families. Not solved the problem of students by using a common approach used by school counselors, increased the confidence that gives hope to SBFT have resolved students problem completely. SFBT is systematic work procedurs and involve many parties associated with the lives of the students it is possible to see the students problems as a whole and sharing viewpoints. Therein lies the strength SBFT making it feasible to implement in an effort to help resolve the problems of students.

SBFT implementation constraints in the schooling system in Indonesia is not yet familiar to practitioners in schools BK family therapy approach, the impact on the competence of school counselors to organize family therapy in an effort to help students. These conditions led to a school counselor and school psychologist did not control well the family counseling, family counseling when needed to help students who are having problems at home. If school personnel (counselor / school psychologist) advises parents seek counseling from professional organizations to solve family problems related to the condition of the students, perhaps the parents and family will never go because of the negative stigma associated with therapy or cost issues. SBFT reduce the stigma associated with therapy by emphasizing that counseling for family members have educational purpose: helping students to succeed in school. Parents and family members were approached as a partner with professionals SBFT, all work together to promote the success of the school's identity. SBFT is professional therapy to help and protect children, families and schools.

Addressing the obstacles that may be encountered in the implementation of family therapy in helping students, back again needed a counselor's ability to establish a good relationship with the students and all members of his family. Good relations characterized by healthy relationships and positive. Not easy to cultivate healthy relationships and positive with students and family members, but when counselors provide heart really sincerely want to help and willing approached by counselee everything he had and would listen with both the confidence and willingness counselee to open up will increased so that the relationship grows into a therapeutic relationship. This is to be expected in a counseling relationship. Finally, in a counseling situation using any approach, as counselors we can not match with our clients, but instead we were to match themselves with the counselee, in order to develop therapeutic counseling relationship for the counselee.

CONCLUSION

The family is a system, when the system does not run properly then it will have an impact on family members in the form of deviant behavior. The uniqueness of family therapy is seen as a problem child symptoms and signs to improve the existing system in the family in order to function properly. Symptoms necessary to maintain the homeostasis of the family. Barriers in therapy can be treated by a therapist with a good relationship with family members. Expected school-based family therapy with the excess can be used as an alternative counseling approach in helping to resolve student problem. ✍

References

Asmal, L. Dkk. 2011. *Family Therapy for Schizophrenia: Cultural Challenges And Implementation Barriers In The South African Context*. African Journal Psychiatry 2011;14:367-371

Carr, Alan. 2006. *Family Therapy: Concepts, Process and Practice*. Second Edition. New York: John Wiley & Son's Ltd.

Carr, Alan. 2009. *The Effectiveness Of Family Therapy And Systemic Intervention For Child-Focused Problems*. Journal of Family Therapy

Carr. Alan. 2009. *The Effectiveness of Family Therapy And Systemic Intervention For Adult-Focused Problems*. Journal of Family Therapy

Carr, Alan. 2014. *The Evidence Base for Couple Therapy, Family Therapy and Systemic Interventions For Adult-Focused Problems*. Journal of Family Therapy

Chan, G. James. 2003. *An Examination of Family-Involved Approaches to Alcoholism Treatment.* The Family Journal 11:129

Lowe, Roger. 2004. *Family Therapy: A Constructive Framework*. London: Sage Publications

Patterson, JoEllen. Dkk. 2009. *Essential Skills in Family Therapy: From the First Interview to Termination.* Second Edition. New York: The Guilford Press.

Russel Crane, D. 2007. *Effectiveness Research on the Cost of Family Therapy*. Journal of Psychotherapy, 23: 20-24

Russel Crane, D. 2008. *The Cost-Effectiveness Of Family Therapy: A Summary And Progress Report.* Journal of Family Therapy: 30:399-410

Sexton, Thomas. Turner, W. Charles. 2010. *The Effectiveness of Functional Family Therapy for Youth with Behavioral Problems in a Community Practice Setting*. Journal Family Psychology 24(3). 339-348

Stratton, Peter. 2005. *Report on the Evidence Base of Systemic Family Therapy.* Http://aft.org.uk. Diakses tgl. 4 April 2015.

QUALITY CULTURE IN HIGHER EDUCATION TOWARD A LEADING UNIVERSITY

Arifin
State University of Gorontalo
Email: arifin@ung.ac.id

Abstrak: This article discusses the culture of quality and policies in State University of Gorontalo which is heading towards a leading university. The purpose of this study was to examine the quality of academic services provided by the university which involves the quality of learning management and curriculum, infrastructure, and information technology and also to analyze the quality of research and community service. This study was designed qualitatively employing case study. Data was analyzed through data redundancy, data presentation, and conclusion drawing. The results of the study showed that 1) the culture of quality in State University of Gorontalo was built on four pillars: quality assurance, total information technology, soft skill, and enviroment. Their management was focused on; a) developing the quality of technology-based academic services, improving the quality of curriculum and learning which refer to the Indonesia Qualification Framework in applying e-learning and advancing the infrastructure administered by the division of administration and finance referring to the standards of public service agency. b) the culture of quality in State University of Gorontalo which was controlled by the research institution at the main cluster. Research findings were followed by community service which would be later utilized to reinforce the curriculum and learning activities. Integrating research, community service and learning was done by lecturers through research-based education

Keywords: quality culture, leading university

Based on the Act No. 20/2003 Section 4 article (19) paragraph 1 on Indonesia National Education System, higher education is defined as a level of education which is hold by colleges and/or universities after the secondary level of education. It includes the diploma program, specialist program, undergraduate degree, master degree, and doctoral degree.

Improving a quality culture in an organization including universities is an effort to synergize all the components to commit to the organization qualities. In education, this this attempt covers two main elements: 1) cultural building which refers to vision, mission and objectives, values and beliefs, system of rewards, emotional and social relationships, and the organizational design, 2) personality building in the form of role modelling which comprises individual behaviors, leaders behaviors, and administrative conducts (Yukl, 1989; Owens, 1990; Sergiovanni, 1991)

A reason to conduct a research on quality culture in higher education is that recently there have been some indications of positive development of the organizations of higher education. Some of which are that: (1) universities are known as the pioneer or the motor of the education quality improvement and institutions from which knowledge is being developed through research, (2) universities are one of the educational institutions which are trusted to bring forward demands on high and strategic quality of education, (3) universities are made of complex institutional structure.

The results of preliminary observation conducted in State University Gorontalo have revealed that some leadership phenomena occur during an attempt to enhance the quality culture of the university. The university has established sustainable qualities from year to year. It was chosen as it belongs to the oldest, the biggest university ever existed in

Gorontalo. Besides, it is also an icon of civilization and the pioneer of leading university in the province.

Based on the aforementioned commentaries, an in-depth study would be conducted at the site of State University of Gorontalo with three main foci: 1) quality culture of university academic services which cover the quality of curriculum and learning, educational facilities, and the informatics and communication services, 2) the quality culture of research and 3) the quality culture of community service in the university.

The Concept of Quality Culture

Quality Culture in Education

Before defining quality culture, it is necessary to understand the root of the quality culture itself; that is the organizational culture. The quality culture belongs to one of organizational culture subsets. According to Robbins (2001:525), organizational culture refers to a system of shared primary values embraced and honored by the members. This system makes organizations differ from one another, builds organization identity, facilitates the emergence of collective commitment, increases the stability of the social system, and creates mechanism of meaning and control which guides the behavior and conducts of each organization member.

Goetsch and Davis (2002:110) define quality culture as a system of organizational values which results in a conducive environment to support formation and continuous improvement of quality of an organization. Quality culture consists of philosophy, beliefs, behaviors, norms, traditions, procedures, and hopes which help improve the quality. Watson and Gryna (2001:41) assert that *"quality culture is the pattern of habits, beliefs, and behavior concerning quality".* Hardjosoedarmo (2004:92) explains quality culture as a pattern of values, beliefs, and hopes to serve products and services which have good quality.

Quality culture refers to a set of norms built on values and beliefs which are then manifested in behaviors, activities, and symbols at schools to reach an expected level of excellence so that an educational organization can establish its accountability.

Quality culture is explicitly set in Act No. 20/2003 article 35 on Standards of National Education. It serves two important points as follows: (1) standards of national education cover standard of content, process, graduates competence, educators, facilities, management, funding, and assessment which have to be continuously developed; (3) the development of the national standards as well as the report on it are held by an institution which is responsible for standardization, quality assurance, and quality control.

Basic understanding of quality culture at schools or universities, so far, is considered a breakthrough in the professional context of educational services. In the midst of various demands from community, parents and stakeholders, universities should be able to build sustainable quality culture which is continuously improved.

Quality Culture at Universities

Quality culture at universities is values, activities, and symbols shared by all elements of the university to improve the quality of education. Within the context of creating a leading university, this study would focus on the quality of academic services, the quality of research, and the quality of community services. The quality of academic services includes the quality of curriculum and learning, the quality of learning facilities, and the

quality of technology and informatics management. The quality of research covers the quality of researcher, the quality of process and research findings and the quality of facilities supporting the research. The quality of community services comprises the quality of human resources, the quality of supporting facilities, and the quality of services impact on society.

As an educational institution, universities have three main functions: education and teaching, research and development, society services. The three functions are known as *Tri Darma Perguruan Tinggi* (University Tri-dharma). They should develop simulta neously. Research should put a respect on the other two dharma. It is conducted to advance the knowledge and technology. Experts, who play an important role in research, are the output of the education process. The knowledge generated from the process and the research will be applied through community services in order that the community can feel the benefits from it and enjoy its advancement.

RESEARCH METHODS

This research was designed qualitatively as a case study since there were some foci of research that would be analyzed: the quality culture of academic services, the quality culture of research and the quality culture of community services. Individual or group activities in synchronizing the process would be observed in a natural setting. It aimed to figure out, comprehensively and contextually, why the social phenomenon took place by describing an empirical reality of how quality culture develop in State University of Gorontalo as a Leading University.

The researcher was the key instrument to this qualitative study. His presence is very crucial since this research would bring forward the results of observation in a natural setting. This research was set in State University of Gorontalo which is located in Gorontalo Province. In depth analysis was done to leadership and academic management which cover curriculum and learning services, management of facilities, and management of information and technology system, as well as management of research and community services.

This research empowered qualitative data such as words, behaviors or policies generated by each quality culture actor, data from documents, manuscripts, notes and others which are related to quality culture implementation in the university. Data was obtained from some informants who play the main role in the process. The university rector was the key informant. Purposive sampling was employed to pick up the key informant and snowball sampling was used to help choose other informants.

To obtain the data, the researcher used multiple methods of data collection that are in depth interview, observation, and document analysis. This research used the individual cases analysis model by Miles and Huberman (1992). It consists of three steps as follows: (1) data redundancy, (2) presentation of data and (3) conclusion drawing (temporary conclusion, verification, and final decision). This research was validated through four approaches: credibility, transferability, dependency, and confirmability (Guba and Lincoln, 1985).

FINDINGS AND DISCUSSION

The Quality Culture of Academic Services at State University of Gorontalo

The Quality Culture of Curriculum and Learning

In qualifying the university graduates in Indonesia, the government has established the Decree of President no. 08/2012 on National Qualification Framework (KKNI). It is used to set the standard of graduates at every level of education in the country. The decree has brought some impacts on curriculum and its management in every program. The curriculum which once referred to competencies is now designated to learning outcomes. In brief, KKNI contains nine qualifications level of academic performances. It is expected that KNI can shift the community perspective on ones competences. Her or his competence is not judged from what has been written on a certificate, but from what s/he can perform based on what is referred to in the national framework (formal, non-formal, or informal) which is accountable and transparent.

Curriculum development by State University of Gorontalo has followed the national curriculum development model which is underlined in Ministerial Decree No. and Ministerial Decree No. 045/U/2002, Decree of Directorate General of Higher Education No. 43/Dikti/Kep/2006 and No. 44/Dikti/Kep/2006 and Decree of President No.8/2012 on KKNI. Curriculum applicable at universities is the competency-based curriculum which refers to the National Qualification Framework (KKNI). Accordingly, State University of Gorontalo will be prepared to set out a curriculum adjustment.

Referring to the policies, State University of Gorontalo has periodically developed their curriculum. Some activities such as workshops have been held to support the program and they should be attended by all heads of departments in the university. To enhance the quality culture of learning, the university has been researching and developing a system which engages all units including Institute for Educational Development and Learning (LP3), Center for Information, Communication, and Technology (PUSTIKOM), Academic Administration Bureau (BAAK), Institute for Research and Education Quality Assurance at University of Gorontalo.

The Quality Culture of Learning Facilities

Based on Indonesian Government Regulation No.6/2006, state property (BMN) is all goods bought and added to the state budget (APBN) or coming from other validated income. Management of BMN includes the management of: its use, utilization, removal, and transfer. BMN administration covers report on BMN which will be used to prepare the balance sheet. It also includes providing data to support the BMN management on the basis of principles of functions, law assurance, transparency and openness, efficiency, accountability, and values. All of them should refer to the Government Accounting Standards (SAP) which is regulated in Act No.24/2005. In the SAP, BMN is divided into inventories on postal current assets, fixed assets, intangible assets, and others.

Related to the above study foundation since the change of status of State University of Gorontalo from ordinary working unit into College Financial Management of Public Service Agency (BLU PK), by the Minister of Finance Decree No. 362 / KMK.05 / 2008, the university has been required to adjust the management and development of facilities and infrastructure with the demands of relevant regulations. The security and safety system of facilities usage at the university is in the form of codification of all inventories.

This is in line with the Decree of Minister of Finance in Indonesia No. 29 / PMK.06 / 2010 on classification and codification of BMN.

To improve the quality of the university services, State University of Gorontalo has added some supporting facilities such as classrooms, staffs rooms in five different faculties. They have also built a new rectorate building, campus hall, students dorm, and designed campus landscape as well as expanded other facilities to improve the quality of education.

The Quality Culture of Information Technology and Communication System

A study conducted in the United States has affected the development of e-learning. It stated that the computer based learning was very effective, it enhances around 30% of education quality, reduces around 40% time to study, and provides 30% cheaper tuition. In 1997, World Bank announced *Global Distance Learning Network* (GDLN) which was partnered up with 80 countries in the world. Through this network, World Bank has served students five times more than the usual number (from 30 to 150 university students) with e-learning and with 31% cheaper tuition.

Virtual university is a new application on the Internet. It has a scalable characteristic which means that it can provide larger access to education. If learning only happens in a classroom, there will be only 40-50 students accommodated. One of the popular servers is *www.ibuteledukasi.com.* Perhaps, virtual university has not been used effectively due to the lack of technology nowadays, but it can probably hold promising future. It will use more sophisticated technology such as video streaming provided by local *Internet Service Provider* (ISP) so that an effective teaching and learning environment, dreamt of by most of the IT experts in education, can be created

The aforementioned explanation has shown that the need for information and technology at State University of Gorontalo has increased. In 2012, the university spent almost 23 billion rupiahs on tools supporting online learning. Additionally, the university also created their own online application which has been integrated with the system of academic information as the main frame fulfilling the university needs.

The IT products that have been developed to improve the quality culture at the university include: Integrated System of Academic Information UNG (SIATUNG) which can be accessed from http://siat.ung.ac.id; Information System of Community Services; Information System of Research; Library Information System; RBS Information System; and many others such as website, email, blog, e-journal, hotspot, document repository and public test on documents.

The use of ICT does not only become one of the university needs, but also helps boost discipline and honesty of the academics. ICT also strengthens the sense of competitiveness in both academic and non-academic field based on efficiency, transparency, and accountability.

The Quality Culture of Research at State University of Gorontalo

Research and technology policy has to become an effective and productive effort in enhancing knowledge and technology by referring to the constitutional principles that are to civilize humans and to reach the welfare of mankind.

Therefore, research activities which are intentionally conducted for the sake of knowledge and technology may not only satisfy an individual need or a particular groups interest. They should be dedicated to public since their funding is sourced from public. Many research activities in Indonesia have not worked on the constitutional principles and not yet approved by public in the sense that the results of the research are only shared with restricted groups, such as limited circulated journals, seminars held privately in a particular place, and limited access from electronic media.

To State University of Gorontalo, research quality has become one of the evaluation standards in academic performance and also one of ways to advance knowledge and science. In general, UNG has succeeded improving the research quality in terms of its quantity and funding. Research is put under the management of Research Institution at UNG which is now placed in the main cluster of National Research Institution. A number of research activities can be monitored online through the information system of research from http://simlit.ung.ac.id.

Future research findings will be used to strengthen research-based learning (PBR) which integrates research and learning. This kind of learning is based on constructivist philosophy which covers four aspects: learning designed to construct students understanding, learning designed to develop prior knowledge, learning designed as a social interaction process and meaningful learning constructed from real experiences.

The Quality Culture of Community Services at State University of Gorontalo

Community services are direct implementation of knowledge, technology, and culture in community by an institution through scientific methodology. Through community services, University Tri Dharma and noble responsibilities are disseminated into a society so that they can develop their own ability to accelerate the rate of growth to achieve national development objectives which are stated in Act 60/ 99 (chapter II article 2). The objectives are: a. to prepare learners to become a part of society who has academic and/or professional competency to implement, develop and/or enrich knowledge, technology and/or arts. b) to develop and spread knowledge, technology and/or arts and maximize their use to improve peoples lives and enhance national culture.

Since community services belong to one major duties of a university, all people in the university should get involved. Besides, they should also be based on a correct understanding about community services. According to Act No. 60/1999 (chapter III article 3 point 4), community services are all activities to make use of knowledge to contribute to peoples lives.

An essential policy established by LPM UNG is to reconstruct the organization internally by rearranging the structure based on principles of efficiency, effectiveness, and sustainability towards real conditions being faced. LPM responsibilities are distributed into each main duty and function of the Center of Learning within LPM and Administration coordination. Thus, the fixation of each center depends on the stakeholders need, community empowerment, and science and technology implementation.

Learning centers that can be found in LPM UNG are; a) the center of community education service, family empowerment, and schools/society training; b) the center of technology implementation analysis and research findings on natural and social science, and culture; c) the center of community service program development and management;

d) the center of business information, self-development, democratic economy and public policy.

One of the important roles of LPM-UNG in the actualization of scientific impact manifested in community services is to implement results of the research of new applied technology which are good in quality; both conducted by the lecturers and the university students. Most of the research related to community services have been registered in the Research Institution at UNG and tested in the laboratories. The research findings can be found in the "*Sibermas*" journal published by the community services institution with ISSN No.2302-4798.

The community services were successfully performed by the support from the Community Activities Unit, CSR BRI, Damandiri Foundation, Ministry of Youth and Culture, Dikdasmen (elementary schools assistance, smart houses-rumah pintar) and university from Japan.

CONCLUSION

The quality culture of State University of Gorontalo is built on four pillars: *quality assurance, total information technology, soft skill, and enviroment*. The management is focused on the curriculum quality and computer-based learning which refer to National Qualifications Framework. Learning and all academic activities are supported by the system of information technology and communication using an internet networking which has been developed as *Sistem Informasi Akademik Terpadu* UNG (SIATUNG), and can be accessed from: http://siat.ung.ac.id. This system covers: curriculum, attendance list, registration, evaluation, academic text message, e-learning, graduation, and questionnaire. Besides, there are also some systems developed as follows: administrative information system, research information system, library information system, RBA information system and other supporting systems such as website, email, blog, e-journal, hotspot, documents repository, public test of document.

The quality culture of research at UNG is reflected in the management of its research institution which has been placed in the main cluster of which funding sources from University Excellent Research institution. Most of the research findings have been followed-up by community services and utilized to empower the research-based learning which integrates learning and research, community service and learning. Therefore, the research institution has established a regulation that every research report should be evident. The results of the research can be in the form of prototypes developed, books written, or articles published in journals or proceedings. Every lecturer is encouraged to publish their writings in national or international journals so that their research findings can be read as reference. In addition, this policy also provides an opportunity for UNG to achieve their goals as a Leading University.

References

Bogdan, R. C dan Biklen, Knopp S. 1998. Qualitative Research For Education; an Introduction to Theory and Methods. Boston: Allyn and Bacon.

Davis, A (1984). Managing Corporate Culture. Cambridge, MA: Belinger.

Goetsch D.L dan Davis D.L (2002). Introduction to Total Quality: Quality Management for Production, Process, and Service. Edisi Terjemahan. Alih Bahasa oleh Benyamin Molan, Manajemen Mutu Total: Manajemen Mutu untuk Produksi, Pengelolaan, dan Pelayanan. Jilid I. Jakarta: PT Prenhalindo.

Hardjosoedarmo, S. (2004). Total Quality Management. Yogyakarta: Andi.

Hoy, W.K dan Miskel, C.G. 1987. Educational Administration; Theory, Research, and Practice. New York: Random House.

Lincoln & Guba (1985). Naturalistic Inquiry. Newbury Park, CA: Sage Publications.

Miles & Huberman. 1992. Analisis Data Kualitatif. Diterjemahkan oleh Tjetjep Rohendi Rohidi. Jakarta: Universitas Indonesia Press.

Robbins, Stephen P., (2001). Organizational Behavior. New Jersey: Pearson Education International.

Schein, Edgar H. (1992). Organizational Culture and Leadership. San Francisco: Jossey Bass, Pub.

Sergiovanni, T. J. (1992). Moral leadership. Getting the most out of school leadership. San Francisco: Jossey-Bass

Sonhadji, A. K.H,. (2012) Manusia, Teknologi dan Pendidikan Menuju Peradaban Baru. Penerbit Universitas Negeri Malang (UM Press). Malang

Spradley, J. P. 1997. Metode Etnografi (edisi Indonesia). Yogyakarta: Tiara Wacana.

Syafaruddin. 2002. Manajemen Mutu Terpadu; Konsep, Strategi dan Aplikasi. Jakarta: P.T. Grasindo.

Undang-Uandang Sisidiknas No 20. Tahun 2003 Tentang Sisitem Pendidikan Nasional.

Watson, M. A., Gryna, F.M. (2001). Quality Culture in Small Business: Four Case Studies. Quality Progress, 34(1), 41-48.

Yin, R (1984). Case Study Research, design and Methods. California.

EXPLORING OF SCHOOL ASSET

Asep Sunandar; Djum-djum Noor Benti; R. Bambang Sumarsono
State University of Malang
Email: asep.sunandar.fip@um.ac.id

Abstrak: Assets owned by the school is very diverse, it is necessary to do data collection and classification of such assets. Data collection done by observation and documentation technique, to analyze data used descriptive statistic. School assets can be divided into three categories, that's current asset, fixed asset, and intangible asset. The results show that's Elementary School of 1 Ngaglik Batu has a total current assets 1,251,115,712 Rupiah but impaired assets to 133,130,210. Fixed assets increased to 2,571,042,274 Rupiah, while for human resources alike intangible asset shows 5 persons in very good criteria, 1 person in good criteria, 4 persons in enough criteria, 11 persons in less criteria, and 10 persons is'n requirement criteria. The impact is principle must decide policy to improve human resource asset with research training and academic work. Asset measurement can do with optimal teachers and students role, and optimize the use of assets at the best time of the asset.

Keywords: asset, measurement, asset management

Asset is the main parts in organizational improvement, the existence of assets have being main support to achievement organization goals. School as an educational institution, placing assets as a driving force in the achievement of learning objectives. Optimizing the utilization of school assets, will support the achievement of educational goals.

Assets can described as a capital or a material having value, assets can be understand too as a material used to achievement organization goals. So that, assets provide convenience to its owner in achieving the desired objectives. By ownership, assets can be owned by individual or institutional, assets by individual owned call as private capital, assets by organizational owned call as institution capital. In low terminology asset described "as a material, which consist of immovable and movable goods, both tangible or intangible goods, included in the assets/property or wealth of an institution, organization, business entity or individual" (Hadinata, 2011:3).

The statement describe that assets as a whole property owned by an individual or group that recorded officially and legally enforceable. The assets included tangible goods is a objects that are visible while the intangible form of intellectual property as a result of human creativity and has a legal attestation.

Asset in the economic terminology explained by Bastian (2007) as funds held by the entity as a result of past events and a source of future economic benefits expected to be obtained. Parihadi dan Wahyu (1994:24) explained asset/property as a tangible and intangible properties having money value and will be giving advantage in the future time. While, *Committee on Terminology* (in Harahap, 1993b:125) defined assets is something which is presented in a debit balance is to be transferred after closing the books in accordance with accounting principles. The debit balance is the property or the value of the purchased or expenditures made to acquire wealth in the future.

Another explanation that provide a concrete framework related assets included in the training module that issued the LAN and Home Affairs (2007) Assets are defined as goods, which in a legal sense are called objects, which consist of immovable and movable goods, both tangible or intangible, which is included in the assets/property or wealth of an

institution, organization, entity or individual individual. This definition gives a clear framework of an asset that can be owned by individuals and government. The goods in question is not just physical in nature but there are non-physical nature, examples are the copyright or intellectual property rights, the right to use and even the right to cultivate.

On the basis of these explanations can be argued that the assets not only in the form of goods, land on things that are material, some of it invisible to the eye but has potential benefits can also be categorized as an asset. Broad understanding is expected to strengthen the repertoire of the asset, so that people can optimize their potential. This explanation also stressed that not only the material assets must be controlled by means of material or power, but something that can be trained and improved through education. A student studying diligently it is an attempt to increase the value of intellectual assets, musician created the song was also a process of digging their assets.

In line with the characteristics and objectives of educational institutions, assets owned by the school is very diverse. Such diversity has implications for the assessment of the economic value of an asset. For example educator asset, an asset valuer of course very difficult to estimate the economic value of a teacher. Knowledge and intellectual property in nominalkan one can not be sure. That is what distinguishes the measurement of the value of the assets held by the institution. But in this study analyzed the value of assets related to the teacher as a human asset that can be calculated using three indicators: length of education, length of service and the value of academic work.

METHODS

Data collection technique used is the technique of questionnaires, documentation, interviews, and observations. The main techniques used by researchers is the observation technique in which researchers went to the field to collect data directly to the study, if it is still lacking observation techniques, the researchers used a technique for data collection documentation. When the two techniques have not received valid data, then use interviewing techniques.

The assumptions used to calculate the depreciation of an asset is the Minister of Finance No. 138 / KMK.03 / 2002. However, these rules have not been set formula and assuming the increase in value of intangible assets. In an effort to meet the needs of human resources asset value calculation formula researchers set count as follows:

$$NASG = \sum \ (\mathrm{LP} + \mathrm{MK} + \mathrm{KUM}) \ \mathrm{x}\frac{100}{79}$$

NASG = teachers asset value LP = time spent in education
MK = long working time KUM = Cumulative Value of Academic Work

In calculating the researcher maximum value of assets SDM teacher is 79, which consists of a study period of a maximum of S3 level assumed for 23 years, longer working teacher assumed 35 years and the number of cumulative supreme teacher needed to achieve functional position of the highest is 21, then the highest points SDM teacher is 79.

Determination of criteria for the qualification of teachers is done with the following guidelines:

60-79	exelent	40-49	good	>30	less
50-59	Very good	30-39	enough		

RESULTS

SDN Ngaglik 1 Kota Batu is one of the best schools in Kota Batu, a school located in the city center. Citizens competed to send their children to the school because the student /student SDN Ngaglik 1 has achievements to the national level. The research data shows for current assets consist of consumable goods and electronic goods. In the category of goods SDN Ngaglik 1 Kota Batu has 427 kinds of goods to the value of purchases of Rp. 861,931,419, purchases made within the period 2003 to 2014. After calculation assuming a depreciation of 20 percent, the data showed the value of the asset item SDN Ngaglik 1 Kota Batu of 90,678,960. Impairment value of asset purchases by the asset value of the assets now because many schools are older than four years. Mathematically so that the item has no value assets. Although its implementation is possible still valuable goods to and useful.

Form another asset in the form of current assets are electronic goods, after data collection, asset in the form of electronic goods amounted to 75 items. The purchase price of electronic goods amounted to Rp. 389,184,293. The procurement process was conducted in 2007 until 2014. The electronic asset value calculation process performed assuming a 25% depreciation of the goods. The calculations show that the electronic goods at SDN 1 Ngaglik Kota Batu assets decreased by Rp. 346,733,043. So that the inherent value of assets still relies on electronic goods is Rp. 42,451,250. Impairment of assets is so high due to past the age of goods that have passed the age of four years, the understanding of which could be raised by these findings is the need to optimize the use of the goods in the period of 1-4 years.

SDN 1 Ngaglik assets in the form of fixed assets such as land area of 4295 (m2) the value of these assets is Rp. 2,571,042,274. The assumptions used to calculate the asset value of land is the addition of 10 percent. Based on the assumption that the value of land assets SDN 1 Ngaglik experience increments of 233,731,116 every year.

Assets in the form of intangible assets found some items that intellectual property rights over academic works produced and quality of human resources that teachers who have participated in various education and training. Based on calculations obtained a description that SDN Ngaglik 1 Kota Batu has 31 teachers, there are 4 teachers that qualify as excellent, 2 people in either category, 3 in category enough and the remaining 22 teachers are at less category. This suggests that the HR teachers at SDN Ngaglik 1 Kota Batu is still in need of improving the quality of human resources. The asset valuation system can provide feedback to the teacher to consistently improving himself.

DISSCUSION

The term asset management school is not so familiar in comparison with the management of school facilities and infrastructure, education practitioners are more accustomed to conducting inventory of goods compared with asset valuation school. Essentially two things are not something separate or different from each other, but a continuity of management science school. Infrastructure management is a process of management and utilization of school facilities and infrastructure that affect either directly or indirectly to the learning process. While the asset management schools can be described as the process of assessing and optimizing the usability of assets that support

the success of school education activities. The linkage between the two concepts of science that requires support simultanisme improve the effectiveness of school management.

The process of asset management activities are not only associated with configuration and use of assets but also include asset value calculation. Theoretically as proposed Hadinata (2011: 3) asset is described as goods, which in a legal sense are called objects, which consist of immovable and movable goods, both tangible (tangible) or intangible (Intangible), which is covered in assets / property or wealth of an institution, organization, entity or individual / individuals. The explanation affirms that asset as the wealth of the organization. Meanwhile, in the context of schooling school assets can be described as any property owned by the school both tangible and intangible.

Grouping of assets and assumption of asset depreciation stipulated in the Decree of the Minister of Finance No. 138 / KMK.03 / 2002 Date: 8 April 2002 and Minister of Finance Regulation No. 96 / PMK.03 / 2009 on Types treasure Included in the group Tangible Assets Non Building for Purposes Depreciation. The process of calculating depreciation of assets has not done regularly, the executive education has not considered it essential that it be done. Whereas if the note of urgency optimal value of an item, the asset value calculation process is very important.

The data related to the asset items and electronics This illustrates that the use of the school's assets must be well planned and controlled. Asset items and electronics kecendrungannya will always be impaired, so that optimal timing of future use of the assets of an asset should be diintensipkan. The value of assets and electronic goods is generally in the range of one to five years, the utilization in the time span should be maximized. Some cases school administrators or the public in general are not so aware of the depreciation of these assets, they are afraid of saying or damaged if the goods used at the time was new, especially if the goods are used by students. Though the value of the usefulness of an item needs to be optimized in times the initial purchase of an item, because if rusakpun goods are still guaranteed by the manufacturer of the goods.

This is what today must realize and understand the school managers, asset management is not only done as long as the goods are stored properly, but should tergunakan optimally. Principals, teachers and education personnel who understand the concept of asset management will be able to optimize the value of assets as the carrying capacity of the success of the learning process.

Asset measurement process is not only done to the assets that are material, man is one of the organization's assets. In theory humans enter into the category of fixed assets, but the result of human thought, including the category of intangible assets. Results of previous studies conducted Scales, Benson, Rachlkepartain (2006) describes an asset as important relationship between expertise, opportunities and values that can help maturity of aspects of behavior, mental maturity. The scope of assets that are not only material, but extends to the intellect, maturity and behavior. Development of human assets that are an important part in the development of organizations, especially educational organizations target object is a human child.

Researchers are trying to incorporate the concept of man as the organization's assets as assets and human resources incorporated into the category of intangible assets. Human values are essential not only focused on human beings, but rather the skills, knowledge

and abilities. So it is natural that the value of human assets is more directed to the intangible assets.

SDN Ngaglik 1 Batu has 31 teachers, based on the results of the calculation are 4 teachers that qualify as excellent, 2 people in either category, 3 in category enough and the remaining 22 teachers are at less category. The calculation and analysis of HR-related assets of the school shows that schools should boost the capacity building of teachers in producing academic work. HR asset calculation of teachers conducted on three main indicators, namely the period of education, long work and cumulative academic work. Education period is calculated from the amount of time spent on formal education, long work is calculated from the time used while working as the teaching profession. Both of these indicators will increase automatically in line with the level and amount of time used. Meanwhile, for the academic work is the result of the work produced by the teachers. The third indicator can be increased simply by optimizing the creativity of a teacher. It does not require special time or expense to take it, the main priority is the desire to work.

The calculations show that in general HR teacher still low on the cumulative aspect of academic work. The teachers who have academic work books, articles published and the results are still very minimal. These findings indicate that the necessary guidance and training for teachers to improve the ability to make academic work. The work of academic teachers will be able to promote the establishment of professional educators.

CONCLUSION

Based on the research results can be delivered several conclusions as follows: a) Asset management is an important part of the management process of schooling, school asset not only need to be recorded and inventoried, but should know the value of the assets as well as depreciation and the increase in the value of an asset. b) Asset management school can dikelompookan into three main parts: management of current assets consists of assets consumables, furniture, stationery, and electronics. Manajmeen fixed assets consisting of land and building assets, while the management of intangible assets is the result of human work and thought. Researchers simplify the term as human resource assets. c) Assets that kind kecendrungannya always current assets decreased asset values, therefore, school administrators must be careful in using the assets. These assets must be used at an optimal time an asset is between 1-4 years of age an asset. Optimal utilization of assets which will give a positive value and the carrying capacity of the strong towards the achievement of organizational goals. d) Asset management schools can be done by referring to the Regulation of the Minister of Home Affairs Number 17 Year 2007 on Guidelines for Technical Management Area. Stone City Government issued a policy on the use of information technology assets in the reporting of results of data collection called SIMAKOBA. Input data is done online, and schools are required to report assets held each year. This method includes an innovative and easy to apply so that the collection of assets in Batu tend to be more orderly.

References

Albert A. Rizzo, Maria Schultheis, Kimberly A. Kerns, and Catherine Mateer. 2004. Analysis of assets for virtual reality applications in neuropsychology. NEUROPSYCHOLOGICAL REHABILITATION, 2004, 14 (1/2), 207–239.

Anwar, D. 2008. *Aset-Aset Pendidikan*. (Online). (www.google.co.id) diakses 02 Februari 2008.

Arikunto, S. 1997. *Prosedur Penelitian: Suatu Pendekatan Praktek.* Jakarta: PT. Rineka Cipta.

Arikunto, S. 2002. *Prosedur Penelitian: Suatu Pendekatan Praktek* (Edisi Revisi V). Jakarta: PT. Rineka Cipta.

Bastian, I. 2007. *Akuntansi Pendidikan.* Jakarta: PT. Erlangga.

Hadinata, A. 2011. *Bahan Ajar Manajemen Aset*. Jakarta: STAN.

Harahap, S. S. 1993a. *Akuntansi Aktiva Tetap*. Jakarta: PT. Raja Grafindo Persada.

Harahap, S. S. 1993b. *Teori Akuntansi*. Jakarta: PT. Raja Grafindo Persada.

Hariadi, B. & Subroto, B. 1984. *Dasar-Dasar Akuntansi*. Yogyakarta: PT. Liberty

Hazbullah. 2006. *Otonomi Pendidikan.* Jakarta: Raja Grasindo Persada.

Hendriksen, E. S. & Nugroho, W. 1997. *Teori Akuntansi.* Jakarta: PT. Erlangga.

Istijanto. 2006. *Riset Sumber Daya Manusia*. Jakarta: Gramedia Pustaka Utama.

Jeeva, S. A. and Ahmed Mohsen Salem Baswaid. 2014. A Strategic Procurement Concept for Physical Asset Management Framework. *Proceedings of the 2014 International Conference on Industrial Engineering and Operations Management Bali, Indonesia, January 7 – 9, 2014*. Diakses http://iieom.org/ieom2014/pdfs/557 .pdf pada 3 Agustus 2015.

Johnson, N. And Wichern, D. 1998. *Applied Multivariate Statistical Analysis*, Prentice-Hall, Englewood Cliffs, N.J.

Kieso, D. E., & Weygandt, J. J. 1995. *Akuntansi Intermediate Edisi Ketujuh Jilid 2*. Jakarta: Binarupa Aksara.

Kusnadi, M. S., & Kadarisman. 2004. *Pengantar Bisnis dan Wirausaha*. Malang: Universitas Brawijaya Malang.

Lombantoruan, S. 1993. *Akuntansi Pajak*. Jakarta: PT. Grasindo.

Machfoedz, M. & Hadi, K. 1983. *Akuntansi Intermediate*. Yogyakarta: BPFE.

Malkiel, G. 2013. Asset Management Fees and the Growth of Finance. Journal of Economic Perspectives Volume 27, Number 2 Spring 2013 Pages 97-108. http://www.umass. edu/preferen/You%20Must %20Read%20This/ MalkielJEP2013.pdf. 3 Agustus 2015.

Matz, A., Milton, L. 1997. *Akuntansi Biaya Perencanaan dan Pengendalian.* Jakarta: PT. Erlangga.

Nainggolan, P. 2005. *Akuntansi Keuangan Yayasan dan Lembaga Nirlaba Sejenis.* Jakarta: PT. .Raja Grafindo Persada.

Needles, B. E., 1984. *Prinsip-Prinsip Akuntansi*. Jakarta: PT. Erlangga.

Parihadi & Wahyu, A. 1994. *Akuntansi 1 Sekolah Menengah Umum*. Surakarta: PT. Pabelan.

Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2007 tentang Pedoman Teknis Pengelolaan Barang Daerah.

Scalesa, C.P., Peter L. Bensona, Eugene C. Roehlkepartaina, Arturo Sesma Jr.a, Manfred van Dulmenb. 2006. The role of developmental assets in predicting academic achievement: A longitudinal study. Journal of Adolescence 29 (2006) 691–708. http://www.personal. kent.edu/~mvandul/ Scales2006.pdf. 8 November 2015.

Setyabudi, H. Y., & Triyuwono, I. 2002. *Akuntansi Ekuitas*. Jakarta: PT. Salemba Emban Patria.

Smith, J. M, & Skousen, K. F. 1989. *Akuntansi Intermediate Jilid 2*. Jakarta: PT. Erlangga.

Sugiarto. 1987. *Dasar-Dasar Akuntansi 2.* Yogyakarta: PT. BPFE Yogyakarta.

Sutrisno. 1986. *Akuntansi.* Malang: PT. Cipta Prestasi.

Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional (Sisdiknas). 2003. Bandung: Citra Umbaran.

Yusup, H. 2002. *Dasar-Dasar Akuntansi Jilid I. Yogyakarta*: Sekolah Tinggi Ilmu Ekonomi.

Yusuf, M. 2013. *Langkah Pengelolaan Aset Daerah*. Jakarta: Salemba Empat.

REVIEW OF CENTRALIZATION AND DECENTRALIZATION APPROACHES TO CURRICULUM DEVELOPMENT IN INDONESIA

Desi Eri Kusumaningrum; Teguh Triwiyanto
State University of Malang
Email: desi.eri.fip@um.ac.id.

Abstrak: development characteristics of centralized curriculum 2013 can be traced from the imposition of the curriculum history in Indonesia, more or less the same, all centralized. This historical study goal is to see the development of the curriculum in force in Indonesia between centralized and decentralized. This study design to track the sources of the applicable curriculum, sort period of enactment, to identify the characteristics of centralized and decentralized, making categorization, and make conclusions. The results show that the Lesson Plan Formulation 1960 promulgated Decree No. MPRS II/MPRS/1960 provide that the applicable curriculum is single from central to local. Curriculum 1968 also provides that the applicable curriculum single from central to local. The same thing with curricula that apply previously - 1975 Curriculum, Curriculum 1984 and Curriculum 1994 - centralistic traits are not detachable and is attached via the characteristics. The centralized tail grew longer with the imposition of Curriculum 2013.

Keywords: centralization, decentralization, curriculum development

Curriculum 2013 development more centralized if it compared with Curriculum 2006 (School Based Curriculum/SBC). Instead of competence specified in advance based on need, and then their subject, what areas need more education units less terinventarisasi well. Development characteristics of centralized curriculum 2013 can be traced to the history of the enforcement of the curriculum in Indonesia, which is more or less the same, all centralized. The legacy of centralized spirit indeed show that the policy of decentralization and regional autonomy, including education, applied decades ago by the central government assessed to contain weaknesses. Of course need to be studied more in depth on the effectiveness and efficiency of the development of centralized and decentralized curriculum, especially related to that curriculum to guide the implementation of learning activities to achieve educational goals.

Development of the role and function of the curriculum encourages curriculum renewal. Outlook and future trends in life became the principal interest in curriculum development. As disclosed by Kasman (2010:90) that curriculum development is used to improve the quality of education. The curriculum provides direction for the learning process to achieve educational goals. Curriculum development had an impact on the management of the curriculum related to the structure and implementation of the curriculum.

Curriculum development hihstory in Indonesia is the history of centralized, not decentralized. Lesson Plan Curriculum 1960 enacted by the Assembly Decree No.II /MP/1960 stipulates that the applicable curriculum is single from central to local. Curriculum 1968 also stipulates that a single prevailing curriculum from the center to the regions. Similarly with curricula that apply previously - Curriculum 1975, Curriculum 1984, and Curriculum 1994 - centralistic traits not uninstalled and attached through characteristics. The centralized aftermath grew longer with the imposition of Curriculum 2013. Table 1 shows the characteristics of a centralized curriculum which is and ever valid in Indonesia.

The range and scope of the vast territory of Indonesia, besides the local autonomy and decentralization as spirit of reform that had become a spirit of Curriculum 2006 be

drowned at Curriculum 2013. Regional autonomy, including autonomy of education, is predicted to be able to promote the progress of the region based on potential, sources its power, and the application of the principle of decentralized government became increasingly distant hope of realization after implementation of Curriculum 2013. The implementation of Curriculum 2013 is the negation of the spirit of autonomy and decentralization that continues to grow. Growing awareness of parents, civil society groups, people's representatives, business associations and educators to participate in control of the school and education quality assessment ignored by the central government. In addition there is a disregard for the growing belief in the public that the structure of centralized education can not work well in increasing the participation of educators in school and the inability of the central government bureaucracy that exists to respond effectively to the needs of the local education unit and diverse community.

Table 1 Characteristics of Centralized Curriculum in Indonesia

No	Name of Curriculum	Centralized Characteristics
1	Lesson Plan 1960	The formulation of the People's Consultative Assembly Decree No. II / MPRS / 1960 regarding Indonesian socialist man as a part of the Indonesian socialism into the national development plan objectives, namely governance just and prosperous society based on Pancasila. Its implementation in schools in accordance with the spirit of the Assembly's decision. Single applicable curriculum from the center to the regions.
2	Curriculum 1968	The beginning of the New Order are the Assembly Decree No. XXVII/MPRS/1966 on Religion, Education, and Culture, formulated regarding the purpose of education as a true human Pancasila forming - based on provisions as desired by the Preamble and the Content of Constitution1945. Educational institutions and the structure is simplified and the development of Scout are all concerned by the government. Single applicable curriculum from the center to the regions.
3	Curriculum 1975	Educational goals outlined centralized elaborated through general instructional objectives, specific instructional objectives, and various other details so clearly what will be achieved through the curriculum. Curriculum that applies a single and uniform from the center to the regions.
4	Curriculum 1984	This period is characterized by three features discretion, ie universal, comprehensive, and integrated. This policy requires a single system and the management of the system. Uniform curriculum at all levels and types of education.
5	Curriculum 1994	Curriculum 1994 is a response to the Law No. 2 Year 1989 on National Education System. This law has a strong centralized spirit, curriculum set nationally. Objectives, contents, methods, and evaluation of curriculum and learning is still determined by the central government.
6	Curriculum 2013	Government responsible for the preparation of teachers and principals to implement the curriculum. The Government is responsible for evaluating the implementation of the national curriculum. Uniform curriculum at all levels and types of education. Planning, implementation, and evaluation is still governed by the central government. Objectives, contents, methods, and evaluation of curriculum and learning is still determined by the central government.

Lessons from the reform in the form of autonomy and decentralization into waves hit back with centralized curriculum, having previously implemented Curriculum 2006 which is a clear example of a decentralized curriculum. Muarif (2013:23) states that the evaluation of the Curriculum 2006 conducted by the government has done,

administratively set out in the RPJMN 2010-2014 and Curriculum Working Committee in DPR. However, the administrative requirement is not followed by a comprehensive review and evaluation of the curriculum 2006.

Enforcement of Curriculum 2013 is like a pendulum that back at the starting point of motion, Indonesian curriculum since its birth was faced centralized. Table 1 shows that almost all of the curriculum applied in Indonesia, except the Curriculum 2006 development is centralized spirit. Even Curriculum 2013 still retains the characteristics centralistic, uniform on all levels and types of education. Planning, implementation, and evaluation of the curriculum is still regulated by the central government. Objectives, contents, methods, and evaluation of curriculum and learning is still determined by the central government.

Centralized curriculum development prevailing in Indonesia shows that curriculum development has been done centrally, meaning that the development of the curriculum from the central government. Unitary country such as Indonesia, centralization is at the central government level, while at the federal state centralization can be at the level of the federal government (central) or state level. The development of a centralized curriculum, beside duties, authority, and responsibility for curriculum development held by the central authorities, but also the initiative, ideas, and even a curriculum model will be developed may also come from holders of power in the center. Usually local or school as education provider only develop the existing curriculum.

Centralized Characteristics of Curriculum 2013

Centralized Curriculum 2013 contains characteristics: done centrally, not giving the opportunity to the region especially education units to jointly divide the duties, powers, and responsibilities of curriculum development. Curriculum 2013 show initiative, idea, including curriculum developed from the central government. Regional and education units receive curriculum that is so, just execute it. Scientific approach, which emphasizes learning in the process of observation, questioning, reasoning, tried, and communicate as a pillar of development of Curriculum 2013 as cut off from the roots of the locality, region, and education units. Prerequisites Curriculum 2013 is a scientific approach that targets an investigation material, thought, or scientific research did not find justification in its implementation. Target material can be material objects or immaterial; can also matters, issues, ideas, and concepts. The target material very close to the education units and regions, not to the central government.

Curriculum 2013 was developed centralized which resulted national curriculum, a curriculum that applies in all regions of Indonesia. Centralized curriculum development, probably the entire device curriculum, ranging from foundations of curriculum development, structure and distribution of subjects, syllabus or outline of the learning program, details of materials and learning activities, books, media, supporting tools, assessment of learning outcomes along with implementation guidelines compiled by the central. Stages of centralized curriculum development, the central government set foundations of curriculum, structure and distribution of subjects, until further elaboration in the syllabus, lesson units, the details matter, books, media and learning tools, regional or education units were never involved in development.

Centralized curriculum development has several advantages in addition to the lack or weakness. The advantages of centralized curriculum development, government able to make capabilities and national levels of achievement standard, making them easier to control, monitoring, and evaluation. The government made one standard that applies to all, standards used as a basis to create a map of success once the failure of the curriculum implementation by comparing each region. Controlling is done with the minimum service achievement standards, so that the monitoring and evaluation based on its achievements the ratio only. Most likely held a national evaluation, because of the curriculum design, objectives, and learning for the whole country and education units.

In addition, excess centralized curriculum development, namely coaching curriculum implementers easier because the knowledge and skills required to implement it almost the same. The impact that the provision of media and learning resources easier because of the same type for each region and education units. Coaching is usually related to the assistance provided to supervisors, principals or teachers to improve the quality of implementation of the curriculum. Coaching in the centralized curriculum system is required and used for professional growth, is one of the dimensions of empowerment educator, which mainly include: status, self-efficacy, and the effect (impact) that leads to its knowledge and the same skills.

While the weakness or lack of centralized curriculum development can be seen from any aspects. One disadvantage of this centralized system is quite large areas have diversity in the conditions, needs and level of progress, a national curriculum can not accommodate the diversity of the condition. The diversity of conditions such as in Indonesia can be measured through geography, nature, religious, social, cultural, economic and stretching from the west end (Sabang) to the east end (Merauke), the northern end (Talaud) to the south end (Timor) with 17.504 islands, 1.340 ethnic groups and 546 languages. The conditions coupled with the diverse needs of the community owned: types, levels, competence, content, processes, financing, and others. The rate of progress varies in each region is also become one of constraints donation giver.

Constraints due to differences in the rate of progress is another weakness that could hamper the implementation of a type of curriculum for a wide area can face many obstacles and possible irregularities. Furthermore, the understanding and mastery of the national curriculum by implementers in all regions of the country takes a relatively longer so that the speed of each region using the curriculum will be different. Socialization through training, workshops, and more the results are often less effective, which is required today is education units enrichment through direct immersion.

Advantages and disadvantages of centralized curriculum development is highly dependent on the diversity of social conditions, politics, culture, and economy of a country or region. Such diversity can indeed also be the strengths and weaknesses that can be administered at the same time for the implementation of the curriculum. Actually, diversity is actually geared towards educators, learning the cutting edge. Learning is a process of changing the behavior of individuals who are relatively fixed as a result of experience (Skinner, 2013:98). Learning is an effort to organize an environment that gives the feel that the program learns to grow and develop optimally.

Table 2 Comparison Syllabus Development, Competency Graduates Standards, Standard Content, Curriculum Structure and Content, and Governance Curriculum, 1994, 2006, and 2013

Aspects	Curriculum 1994	Curriculum 2004 & 2006	Curriculum 2013
Syllabus development	Curriculum 1994 using the principle of meaningfulness, material oriented, the central position in the department, teachers and schools only implement the curriculum, and the syllabus specified by the Ministry of Education	Syllabus was developed to answer the questions: (1) What are competencies that must be mastered by students? (2) How to achieve it? and (3) How do I know its achievements?	Syllabus developed based on Graduates Competency Standards and Content Standards for elementary and secondary education units in accordance with the learning patterns in each certain school year. Syllabus used as a reference in the development of the implementation plan of learning.
Competency standards	Curriculum 1994 as planned, the system enforces the curriculum for all students throughout Indonesia. This curriculum is a core curriculum so that specific areas can develop their own teaching adjusted to the environment and the needs of the surrounding community.	SKL is derived from the standard content, compiled educational model based on the condition of the school, the preparation SKL developed in accordance with the conditions of schools, potential or regional characteristics, socio-cultural local community, and learners.	SKL derived from necessity. SKL is a criterion regarding the qualification of graduate capabilities that include attitudes, knowledge, and skills. SKL primary and secondary education is used as the main reference development standardization, process standards, assessment standards of education, teacher and staff standard, standard of facilities and infrastructure, management standards, and standards of financing.
Content standard	Teachers are allowed to change the systematics of subjects, originally in the quarterly.	Content standards formulated based on course objectives (SKL subjects) is specified to be the standard of competence and basic competences subjects. The separation between subjects forming attitudes, forming skills, and forming knowledge. Competence derived from subjects. Subjects separated from one another, such as a collection of separate subjects.	Content standards derived from competency standards through a competency-based core subjects. All subjects should contribute to the formation of attitudes, skills and knowledge. Subjects derived from competence to be achieved. All subjects bound by core competencies (per class).
structure and content of curriculum	Horizontal structure including into subject seperated. The vertical structure is the implementation of the curriculum in schools which is a quarterly system. Quarter system divides time learning the academic year into three parts each time called quarterly (1 year = 3 quarterly). 1,2,3 quarter system. Quarter 1 & 2 (12 weeks) for class 1, 2 and 3, and the first and second quarter (10 weeks effective) to grade 3 (8 weeks effective). Field of study time 48 hours (first quarter).	zDepth curriculum content outlined in the competencies that must be mastered by the students' learning load listed in the structure of the curriculum. A pattern and arrangement lesson that must be taken by students in learning activities. Competence consists of Competency Standards (SK) and basic competence (KD), which was developed based on Graduates Competency Standards (SKL). Local Content and Self Development is an integral part of the structure of the school curriculum.	The structure of the curriculum consists of core competency is designed along with the increasing age of students in a particular class. Through its core competencies, vertical integration of various basic competence in different classes can be maintained. The formulation of core competence using the following notation: (1) Core Competence-1 (KI-1) for the core competencies spiritual attitude; (2) Core Competence-2 (KI-2) to the core competencies of social attitudes; (3) Core Competence-3 (KI-3) for the core competencies of

			knowledge; and (4) Core Competence-4 (KI-4) for the core competency skills.
Management	Reference norms and objective test, delivery of the subject matter by the teacher, teaching: teacher-centered, lecture method, primary science resource teacher, excessive pressure on cognitive aspects, all aspects of the curriculum determined by the Ministry (Central).	School education programs with PACKAGE SYSTEM or SKS. The package system is a system of organization of educational programs that learners are required to attend all subjects and study load assigned for each class, according to the structure prevailing in the educational unit in question. Semester Credit System (SKS) is an educational program delivery system that learners themselves decide how the burden of learning and subjects were followed every semester.	Curriculum 2013 made the strengthening of governance as follows: (1) The working procedures of the individual educator converted into a collaborative working arrangement; (2) strengthening school management through strengthening the management capabilities of the principal as educational leader; and (3) strengthening infrastructure for the benefit of management and the learning process.

Today, learning is no longer based on the completion of the material, but rather on the process and results are measured by the ability of learners who have achieved either individually or average grade. This reason issued Curriculum 2004 known as the competence based curriculum(CBC) and followed by Curriculum 2006. Curriculum 2013 also demonstrated the sustainable use of the CBC. Comparison of the curriculum can be seen in Table 2, which can be observed through the aspects, namely the development of the syllabus, competency standards, content standards, structures and curriculum, and governance. The curriculum includes a comparison of 1994, 2004, 2006, and 2013. Special curriculum in 2004 and 2006 put together because they are the same, Curriculum 2006 or SBC is the implementation of the 2004 curriculum in the educational unit. The comparison is to show how the characteristics of each curriculum has its own patterns and systematics.

If used centralized and decentralized thinking, it's very visible that Curriculum 1994 and 2013 represent the group centralized curriculum and curriculum in 2006 instead, decentralized. Table 2 shows that the development of the syllabus on the Curriculum 1994 and Curriculum 2013 using a centralized system, oriented on the material, are in the central position in the department (ministry-red) and syllabus (which made by the central government) are used as a reference in the development of the implementation plan of learning. Governance of Curriculum 1994 and Curriculum 2013 is also highly centralized, the reference norms and objective test, delivery of course materials by educators and others, all aspects of the curriculum is determined by the central government.

Decentralized Curriculum on Education Practice in Indonesia

The practice of organizing a decentralized type of curriculum development conducted in Indonesia, namely the Curriculum 2006 is commonly called the School Based Curriculum (SBC). Curriculum 2006 is operational curriculum developed and implemented by each educational unit. The curriculum should be developed in accordance with the vision, mission, objectives, conditions, and characteristics of the educational unit. Curriculum 2006 component consists of school education objectives,

structure and curriculum (subjects, local content, development of self, the burden of learning, mastery learning, hikes and graduation, majors, life skills education, education excellence based local and global), education calendar, syllabus, and lesson plans. Table 3 shows the characteristics of decentralized Curriculum 2006.

The Curriculum 2006 was developed in accordance with its relevance by any group or educational units under the coordination and supervision of the education department or agency of the Ministry of Religion District / City to the province's basic education and secondary education. Curriculum 2006 Development refers to the SI and SKL and based on the curriculum guidelines drawn up by the National Education Standards, as well as taking into consideration the school committee. Curriculum 2006 for special education is coordinated and supervised by the provincial education department, and based on the SI and SKL and guide the preparation of the curriculum developed by the Curriculum 2006.

Decentralized curriculum development in the form of the preparation of the design, implementation, and control of the curriculum (evaluation and improvement), carried out locally by the education unit. Preparation of curriculum design done by educators, involving experts, school committees and others in the community, who has the care and concern of the curriculum. Curriculum development so-called school-based curriculum development (School based curriculum developement or SBCD). Curriculum for each educational unit in accordance with the type, track, and education levels.

The preparation of the type of school-based curriculum, the curriculum could include all components of the curriculum or only some components only to achieve educational goals. Hernawan and Cynthia (2011) states that the curriculum is instrumental in achieving educational goals, namely: (1) has a conservative role, (2) creative, (3) critical, and (4) evaluative. Sanjaya and Andayani (2011:46) states that the curriculum as the system has components that are interrelated. The curriculum has four components, namely: objectives component, curriculum content, methods or strategies for achieving objectives, and evaluation components. As a system, each component is interrelated to one another. When one components that make up the curriculum system is disturbed or not associated with other components, then the curriculum system may also be disrupted. The preparation can be done only by a group of or all of the educators and is intended to meet the needs of the unit or program of education and in accordance with the conditions of the educational unit and surrounding communities. School-based curriculum is different curriculum development can even be the opposite of bureaucratic curriculum development (follow the idea, the concept of policy holders, hierarchical from primary school to the school above).

In the school-based curriculum development, curriculum design which includes goals or objectives of the curriculum, materials or curriculum content, learning model and the assessment of learning outcomes tailored to the needs, challenges, characteristics, and the stage of development of the school and the community where the school is located. The curriculum becomes more meaningful, because it is based on the local circumstances and geared to meet the needs, demands, and local development. Curriculum development by educational units will generate a diverse curriculum design, but more easily understood, mastered and implemented by educators, because they are expanding themselves, minimal participate in its development.

Table 3 Characteristics of Decentralized Curriculum 2006

No	Curriculum Component	Decentralized Characteristics
1	Goal	School Based curriculum (SBC) is the operational curriculum developed and implemented by each educational unit. Government Regulation No. 19 of 2005 Article 17, Paragraph (2) states that schools and school committees, or madrasah and madrasah committee, develop schhol based curriculum and syllabus based on the basic framework of curriculum and competency standards, under the supervision of official district / city is responsible in the field of education for elementary, junior high school, senior high school and vocational school, and the department that handles government affairs in the field of religion for MI. MTs, MA, and MAK. Curriculum development at unit level of primary and secondary education based on the guidelines drawn up by the National Education Standards.
2	Content	Background (rationale drafting SBC), SBC development objectives, principles of curriculum development according to the characteristics of the school.
3	Method	Operational curriculum developed and implemented by each educational unit. School and Principal develop the curriculum and syllabus based: The basic framework curriculum and competency standards under the coordination and supervision of the education department district/city or province. Management of school-based curriculum.
4	Evaluation	Evaluation of classroom-based learning, the process of collection and use of information by teachers through a number of evidence to make a decision on the achievement of learning outcomes/competency of students. Assessment of learning outcomes by educational units aimed at assessing the achievement of competency standards for all subjects.

Curriculum development by educational unit has some merits or advantages and also some disadvantages and shortcomings. The merits or advantages which the curriculum according to the needs, conditions, characteristics and development of education units and local communities, so that education units directly or indirectly can help the development of the community through the process of stratification, social mobility, and social change in society. Education has been linked to social stratification in society shows that there is still appreciated. Education is also related to social mobility in society shows that the motion occurs in a social structure, ie certain patterns that control the organization of a society. Education related to the social changes which confirms that nothing changes except change itself. Society itself is constantly changing, perceived or not, limited or wide, or a change sooner or later.

Decentralized curriculum development by educational units more easily implemented because of the design of the curriculum prepared by the educators themselves by considering the factors supporting its implementation in education and environmental education unit. Environmental education is a place where humans interact reciprocal so its ability can be developed into a better direction again. There are three, most important, the kind of educational environment greatest influence on the ability and experience of men, the family, school, and community (commonly referred to as three education center). Thats are media for individual human beings to socialize. Through socialization of individual humans learn habits, attitudes, ideas, patterns of values, and standards of behavior in the family, school, and community.

Curriculum development by the education unit also has several weaknesses and shortcomings that should be addressed. One drawback is that not all teachers have the skills or proficiency in curriculum development, or not all education units or regions have educators or specialist or qualified in curriculum development. Nasution (2012:13) states that each curriculum reflects the desires, aspirations, demands and needs of the community. Education unit was established by and for the community, education naturally pay attention and respond to the voices in the community. Rusman (2011:25)

said that the development of the curriculum should assimilate and organize intensive information and data relating to the development of agency programs or education unit. The information and data into the main area, namely: social power, treatment knowledge, and human growth and development.

In addition, weaknesses and shortcomings decentralized curriculum development locally, graduates lack the ability or national competitiveness. The existence of competing education nationally, even globally, is actually very pronounced with the presence of digital communications era. Internet presence contributed greatly to this condition. Easy and cheap access to information and knowledge make learning resources varried, not just education or textbook solely. Digital technology is able to make the tomes and many types can be stored with a small size and can be accessed at any time. The existence of information technology makes education practices could happen anywhere.

Weakness and lack of other decentralized curriculum development are very diverse curriculum design, can lead to difficulties in monitoring and evaluation of curriculum and evaluation of learning outcomes nationally. Through the evaluation can be seen the extent of the purpose of education, through curriculum components, has been achieved. Depdiknas (2008:362) explains that through the evaluation can review the progress of education and undertake a new effort to develop it. Results of the evaluation can not be denied by admit it until the next evaluation done. There should be a follow-up as a form of responsibility in managing the school. The results of that evaluation feedback that can be used to improve school performance. The four main functions, namely the evaluation of diagnosis, prediction, selection and ranking.

Minimize of Centralized Curriculum Poor Impact

There are principles in curriculum development, namely: relevance, effectiveness, efficiency, sustainability, flexibility, and goal oriented to minimize the adverse effects of centralized curriculum. Relevance means conformity between education and the demands of life. The principle of relevance with regard to three aspects, namely: the relevance of environmental education with learners, relevance to the development of the life of the present and the future, and the relevance of education to the demands of the working world.

Effectiveness is the extent of what is planned or desired can be accomplished or achieved. The principle of effectiveness can be evaluated on the effectiveness of teaching and learning effectiveness of educators and learners. Idi (2011:203) states that the effectiveness of teaching and learning in education has a close relationship between educators and learners. Lameness one of them would make the delays in achieving the educational objectives or the effectiveness of the learning process is not achieved. Factors of educators and learners as well as other operational devices, is very important in terms of the effectiveness of the educational process or curriculum development. Suwarni (2011:206) of the research results showed the influence of the principal leadership style to the teacher performance. The implication principal leadership style contributed significantly to the performance of teachers in teaching, so that ultimately the performance of teachers to be good later learning achievement of students has also increased.

Leadership contribution to the performance of teachers in teaching much influenced by educational policy-making. Tilaar and Nugroho (2012:37) states that in the preparation of education policy, supported by field research, can be prepared a program that can be implemented by most learners so that all learners in each group as the class system can follow the program presented in particular education level curriculum.

Efficiency is the ratio between the results achieved (output) and businesses that have been issued (input). The principle of efficiency can be evaluated from: time, energy, equipment, and costs. Educational efficiency describes the relationship between input and output, or between the input and output. An efficient system is indicated by a more output to the input source (input resources). The efficiency of education means to have a link between the utilization of resources - limited educational resources so as to achieve the high optimization.

The principle of continuity that is mutually intertwined relationship or between different levels and types of education. Continuity between the different levels of schools to consider two things: learning materials for the next school should have been taught at the school level prior and teaching materials that have been taught in school lower level does not need to be taught at a higher school. Continuity between the various fields of study must pay attention to the order of presentation and well established (Idi, 2011:203).

While the principle of flexibility requires no wiggle room that gives the freedom to act (not rigid). Flexibility includes flexibility in selecting learners and flexibility educational progarm education in developing learning programs.

The goal-oriented principle means that before the material is determined, steps that need to be done by teachers that determines the destination beforehand. Idi (2011:205) confirms that is done for all hours and teaching activities carried out by teachers and learners can be strongly directed towards the achievement of educational goals that have been set. Flexibility also includes classroom management and learning management in the corridor achievement of educational goals effectively and efficiently.

Curriculum as implementation guidelines provide learning activities in the curriculum meaning that there is a guide interactions between teachers and learners. Thus, the curriculum serves as the "heart" of the educational process in schools to empower potential learners. Guide guide interactions between teachers and learners are usually called learning. Learning would be optimal if supported curriculum as a guide.

Because the curriculum is the heart of education, then the existence of this curriculum is vital among other educational components. Curriculum into place, such as fungi in human heart that pumps blood to humans so that supply enough oxygen and flowed throughout the body, then the curriculum into energy to other educational components. The energy support for the success of the objectives of each educational component which in turn is to achieve educational goals.

Rather different side delivered by Lie (2013: 0) that the curriculum is not everything in a system of education. The curriculum is a means to achieve a goal and requires its reliability. Just like any vehicle, many imperfections in every curriculum. In the perspective of the interests of the nation, this curriculum vehicles will function and act good if the actors and observers have clarity of purpose and a shared vision, a road map which is right, and reliability in the use of the vehicle.

Likewise with Curriculum 2013, which today still a matter of study, to be carried out or needs to improve. Strengthen the discussion at the beginning, that the centralized development ignores local involvement and education units, Ulfatin (2014:335) offers an evaluation of the three important parts that need attention in the evaluation of the curriculum are: the meaning of curriculum, organization and structure of the curriculum, and the competence of graduates. First, the meaning of the curriculum can be varied, ranging curriculum that is seen descriptively up with the curriculum is seen as programmatic. Curriculum 2013 should be viewed as programmatic, so as to explain the extent of the programs that are the responsibility of the school. Second, the organization Curriculum 2013 already reflect the integration of components of the curriculum. But unfortunately, it just seemed integration between submata lessons in the curriculum structure, and yet the whole school, including extracurricular activities. Third, competency standards formulation still seem partial domain that describes a unit of knowledge, attitudes, and skills, and illustrates that the formulation of the competence of graduates are at the level of the standard domain theoretically developmental needs of children.

CONCLUSION

Development feature of centralized curriculum 2013 can be traced from the imposition history curriculum in Indonesia, which is approximately the same, all centralized. Development of the role and function of the curriculum encourages curriculum renewal. Outlook and future trends in life became the principal interest in curriculum development. The range and scope of the vast territory of Indonesia, besides the local autonomy and decentralization of the spirit of Curriculum 2006 to sink upon the implementation of Curriculum 2013.

Enforcement of Curriculum 2013 is like a pendulum that back at the starting point of motion, Indonesian curriculum since its birth was faced centralized. Curriculum 2013 contains features centralized: performed centrally, did not give a chance to the area especially education units together to divide the duties, powers, and responsibilities of curriculum development. Advantages and disadvantages of centralized curriculum development is highly dependent on the diversity of social conditions, politics, culture, and economy of a country or region. Such diversity can indeed also be the strengths and weaknesses that can be administered at the same time for the implementation of the curriculum. The diversity actually geared towards educators, learning the cutting edge.

There are principles in curriculum development, namely: relevance, effectiveness, efficiency, sustainability, flexibility, and goal oriented to minimize the adverse effects of centralized curriculum. The curriculum is a means to achieve a goal and requires its reliability. Just like any vehicle, many imperfections in every curriculum. Three important parts that need attention in the curriculum evaluation, namely: the meaning of curriculum, organization and structure of the curriculum, and the competence of graduates. ✍

References

Departemen Pendidikan Nasional. 2008. *Manajemen Sekolah*. Jakarta: Pusat Pendidikan dan Pelatihan Pegawai.

Hernawan, A.H dan Cynthia, R. 2011. *Pengertian, Dimensi, Fungsi, dan Peranan Kurikulum*. Jakarta: Rajawali Press.

Idi, A. 2011. *Pengembangan Kurikulum Teori dan Praktik*. Yogyakarta; Arruz Media.

Kasman. 2010. Perkembangan Manajemen Kurikulum Sekolah Menengah Pertama di Indonesia: Kajian Historis Struktur Kurikulum. *Jurnal Manajemen Pendidikan*, 23, (1): 90-104.

Lie, A. 2013. Kurikulum sebagai Kendaraaan. Samsul Muarif (Penyunting). *Kurikulum 2013 Tanya Jawab dan Opini*. Jakarta: Pusat Informasi dan Hubungan Masyarakt Kementerian Pendidikan dan Kebudayaan.

Muarif, S (Penyunting). 2013. *Kurikulum 2013 Tanya Jawab dan Opini*. Jakarta: Pusat Informasi dan Hubungan Masyarakat Kementerian Pendidikan dan Kebudayaan.

Nasution, S. 2009. *Asas-asas Kurikulum*. Jakarta: Bumi Aksara.

Nasution, S. 2012. *Kurikulum & Pengajaran*. Jakarta: Bumi Aksara.

Rusman. 2011. *Manajemen Kurikulum*. Jakarta: Rajawal Pers.

Rusman. 2013. *Model-model Pembelajaran Mengembangkan Profesionalisme Guru*. Jakarta: Rajawali Perss.

Sanjaya, W dan Andayani, D. 2011. Komponen-Komponen Pengembangan Kurikulum. Tim Pengmbang MKDP Kurikulum dan Pembelajaran. *Kurikulum dan Pembelajaran*. Jakarta: Rajwali Pers.

Schunk, D. H. 2012. *Teori-Teori Pembelajaran: Perspektif Pendidikan*. Yogyakarta. Pustaka Pelajar.

Skinner, B.F. 2013. *Ilmu Pengetahuan dan Perilaku Manusia*. Yogyakarta: Pustaka Pelajar.

Suwarni. 2011. Pengaruh Gaya Kepemimpinan Kepala Sekolah terhadap Kinerja Guru Ekonomi. *Jurnal Pendidikan dan Pembelajaran*, 18 (2): 206-214.

Taba, H. 1962. *Curriculum Development, Theory and Practice*. New York: Hartcout, Brace, and World.

Tilaar, A.A dan Nugroho, R. 2013. *Kebijakan Pendidikan Pengantar untuk Memahami Kebijakan Pendidikan dan Kebijakan Pendidikan sebagai Kebijakan Publik*. Yogyakarta: Pustaka Pelajar.

Ulfatin, N. 2014. Sebuah Pandangan untuk Evaluasi Kurikulum 2013. Editor Teguh Triwiyanto & Desi Eri Kusumaningrum. *Revitalisasi Manajemen Pendidikan Nasional Menuju Perbaikan Mental: Mandiri, Partisipatif, Efisien, & Akuntabel*. Malang: Universitas Negeri Malang.

OPTIMALIZING TEACHER'S "GOD-SPOT" IN PROMOTING THE LEARNING EFFECTIVENESS IN ELEMENTARY SCHOOL

Diah Saptorini
Postgraduate Student at State University of Malang
Email: dhiar96_rin@yahoo.co.id

Abstrak: A wellknown Four Educational Pillars by UN are well recognized by teachers all over the world. All countries in the world has determined teacher's qualifications, with high expextation those young generations get the best quality of educational service, so the objective of education can be obtained. The Indonesian government through the Minister of National Education Regulation No. 16/2007 about Standards of Teacher's Competence and Academic Qualifications, stated that teachers in all education level must have competencies of pedagogy, personality, social, and professional. The academic qualifications is at least have a bachelor degree in education or suitable background of study. With these standard, it's critical that some teachers fail to conduct an effective learning. Based on questionaires collected, problems are not only about classroom management, but also about emotional management. The amounts of trainings given, seems to not really contributed significantly. The study of optimalizing "God Spot" by Danah Zohar, inspires researcher to implement it at her own elementary school. The activities to be done are all teachers, must do several "rituals" before meeting students in the classroom. Using survey and questionnaire as data collecting instrument, the findings shows that problems in early learning activities are decreased.

Keywords: god-spot, effective learning, elementary school

Teachers today are expected not only to teach in the meaning of transferring knowledge, but also to educate young learners in the meaning of transforming knowledge for building better generation. So teaching mastery is not only about command in implementing learning strategy and method, but also about having consciousness of professional commitment. The amounts of training given and offered by government and private institutions, seems not really contribute significantly to the teaching competencies in daily learning activities.

Government of countries in a whole world has determined standards of teacher's qualifications, with high expectation those young generations get the best quality of educational service, so the national objective in education can be obtained. Indonesian government, regulates this mater through the Minister of National Education regulation number 16/2007 about Standards of Teacher's Competencies and Academic Qualifications. It is stated that teachers in all education level must have pedagogics, personality, social, and professional competencies. If all teachers meet these standards, many educational problems should be overcome, such as students attitude, bad learning behavior, poor score in National Examination, bullying, physical abuse and harassment, and so on. And its ironical that some teachers contributed primarily in such problems.

From the experience of eleven years leading an Elementary School as a principal, the writer concluded that teachers did bad things in teaching, commonly deal with competencies and commitments, which are poor skill in teaching, bad personal experience in the past, problems at home, economics pressure, lack of nurture intuition, and selves-misconception. Students didn't like their teachers because of those characters. When students didn't like the teacher, mostly they won't like the subject too. If they don't like the subject, how can they get a good score? Those are most reasons of learning ineffectiveness in elementary school.

According to these facts, the hypothesis is that the learning process will be effective when students cheer and enjoy it. It is essential that teachers welcome their students in the best emotional condition, so they will be ready to meet their lovable students in the classroom.

The study of Danah Zohar and Ian Marshall (Zohar, 2000) about spiritual intelligence (SQ) and the findings of the "God-Spot" in human's brain, has inspired the writer to optimalize teacher's spiritual intelligence especially the "God Spot". The activities to be done are all teachers, must do several "ritual" early in the morning, just before meeting students in the classroom, in order. The first activity is recites the holy qur'an for 5 – 10 verses to activate theta waves in the brain more. Secondly, they listen to a brief preach delivered by certain religion teacher. Then they share inspirational story or quotes one another. In this session, teacher with problem may ask for a collegial advice from other teacher. Finally, they do a motivation game and practice their English.

After doing all activities orderly, it is strongly assumed that teachers are ready to facilitate students for the rest of school hour in a good and right way.

Problems

It is mentioned previously, that most problems in learning ineffectiveness is teachers competencies and commitments, identified as follows

Competence problems

The research site determine requirement for their teachers as job specifications and job qualifications. Job specifications caused problems among others are (1) fresh graduates, so relatively young and inexperience; (2) educational background of study is not a must; (3) it is not necessary has religious education background; (4) English proficiency will not be considered. Problems occur are as follows: (a) readiness to teach elementary school students, (b) less master the methods of teaching students according to age development, (c) unskilled in organizing teaching material, (d) less master the psychology of child development, (e) less able to apply a good classroom management, (f) many of them can't recite the holy Qur'an fluently, (g) do not have the ability to speak English both oral and written, (h) less able to communicate in publics, with friends, students, parents, and leaders, and (i) many do not understand the professional ethics code of teacher

Commitment issues: (a) discipline primarily attendance and personal permits, (b) lack of understanding that teachers is a professional job and not just an office or clerical job, so that the commitment to the work and responsibilities are also less, (c) lack of commitment to school's goals, mission and vision.

So problems of teacher with those specifications of competencies and commitments, can be formulated as follows: (a) how to build teacher's selves-motivation in order to improve their competencies? (b) how to stimulate teacher's internal motivation in order to redefine their professional commitments? (c) how selves-motivated teacher promoting learning effectiveness?

Problem Solving Strategies.

The strategy chosen for solving the problem, is to create a program that is arranged systematic, comprehensive, integrated, and sustainable. The program must solve both

competence and commitment problems. The writer called the program "Motivation for All to improve school performance".

Theorytically Outlook

Spiritual Intelligence

Early C20 – IQ (rational intelligence) the big idea. Mid 1990s, Daniel Goleman popularized research from neuroscientists and psychologists which demonstrated existence of EQ (emotional intelligence). EQ (feeling) is a basic requirement for use of IQ (thinking).

Further research shows there is a 3rd Q. Spiritual intelligence or SQ. This is the intelligence with which we address and solve problems of meaning and value, the intelligence with which we place our actions and lives in a wider, richer, meaning-giving context, the intelligence with which we can assess that one course of action or one life-path is more meaningful than another. SQ is the necessary foundation for both IQ and EQ; it is our ultimate intelligence. It allows us to be creative, change the rules, alter situations; to dream, aspire, see the uses and limits of both understanding and compassion. EQ allows me to judge a situation and behave appropriately within it; SQ allows me to ask if I want to be in it at al, or would I rather change it, create a new one? (Zohar, 2000).

Indications of high SQ are: (1) Flexibility; (2) Self-awareness; (3) Capacity to face and use suffering; (4) Capacity to face and transcend pain; (5) Quality of being inspired by vision and values; (6) Reluctance to cause unnecessary harm; (7) Tendency to see connection between diverse things; (8) Tendency to ask why, what if, and to seek answers; (9) Facility to work against convention; (10) Servant leader.

The 7 practical steps to better SQ are: (1) become aware of where I am now; (2) feel strongly what I want to change; (3) reflect on what my own centre is and on my deepest motivations; (4) discover and dissolve obstacles; (5) explore many possibilities to go forward; (6) commit myself to a path; and (7) remain aware there are many path.

The 'God spot' in the Brain

In all cultures people communicate with God and with spirits, good or evil. Neuro-psychologist called Persinger experienced God for first time when he set a device to stimulate tissue in his temporal lobes (the bit under the temples). Epileptics, who have seizures there, have above average tendency to report profound spiritual experiences. Temporal lobe activity in normal people increases sharply during spiritual activity/conversation. So neurologists call this the God spot in the brain. Gives examples of experiences of God involving the sense of a presence. Research links mystical experiences with greater capacity for creativity; both go with increased temporal lobe activity. Also a correlation with madness! Schizophrenic and manic depressive patients experience increased temporal lobe activity, with visions, voices, presences, instructions – but usually negative. It seems that mystics are closer to their unconscious minds than others; and more vulnerable to mental instability. 90% of writers suffer from mental instability!! 74% of intellectuals. 42% scientists. Link between creative genius and mental instability. Close link between manic depression and the artistic personality.

Has been demonstrated in 90s that there is a 'God spot' in the brain, located among neural connections in the temporal lobes; activated during discussion of spiritual topics.

Also that there is a neural process in the brain devoted to unifying and giving meaning to our experience – the 'binding problem'. Singer found synchronous neural oscillations across the whole brain. Previously we only knew 2 forms of brain neural organisation: serial neural connections which allow rational thought, and neural networks in which bundles of up to 100,000 neural connections are connected to other bundles – these form basis of EQ, our emotion-driven, pattern-recognising, habit-building intelligence.

God spot contributes to spiritual experience, but not to SQ. To have high SQ is to be able to use the spiritual to bring greater context and meaning to living a richer and more meaningful life, to achieve sense of personal wholeness, purpose, direction.

School Performance

Whitemore in Mulyasa (2004: 132) states that: "Productivity is a measure of the use of organization resources and usually expressed in ratio of the output obtained by the use of resources to the amount of the resources employee". He considers that the performance as a measure for the use of organizational resources are typically expressed as the ratio of output achieved with the resources used.

School performance is different from the production of goods and services that are easily calculated or measured. School performance with regard to how to produce graduates both quantitatively and qualitatively, and eventually gained the qualified graduates in accordance with the society expectations Performance in terms of productivity in education related to the overall planning, structuring and utilization of resources to obtain educational goals effectively and efficiently.

Effectiveness and efficiency is the hallmark of educational productivity as a criterion. Productivity of education can be seen from the output in the form of educational achievement, as well as the educational process in the form of conditions or learning atmosphere.

School performance is not solely intended to get as much work, but the quality of the individual performance of educators and personnel. Correspondingly Smith in Mulyasa (2004: 136) states that the performance was: "... the drive output from processes, human, or otherwise", so the performance is the result or output of a process.

Some models used to understand the school performance.

a. *Vroomian Models.* Vroom suggested that "Performance = f (Ability x Motivation)". According to this model the performance of someone is multiplication function between the ability and motivation, which means that if someone is low on one of the ability components, his performance will be low also.
b. *Lawler and Porter Models*. Lawler and Porter say that "Performance = Ability x Effort x Perceptions". Effort is the number of one's work done in a given situation. While the role perceptions is compatibility between the works done by the supervisor of the person's perception of the tasks that must be completed.
c. *Ander and Butzin Models.* Ander and Butzin propose a model that "Future Performance = Past Prerformance + (Motivation x Ability)"

If all the performance models reviewed, then in it always involves two main components, namely ability and motivation. In this case, ability can be meant competence. Someone with high ability or competence but low motivation, the performance will be low as well. So it is someone with high motivation but low

conpetence. Therefore, it is important to balance and integrate the capabilities and motivation.

Theory of Motivation

Motivation is one factor that determines the effectiveness of work. Motivation is the driving force that causes the behavior to achieve certain goals. The teachers will work in earnest when highly motivated. If the teacher has a positive motivation then he would show interest, have the attention, and wanted to participate in an activity or task. Therefore, a principal as a leader, are required to have the ability to raise the motivation of teachers and educational personnel so that they can improve the performance, which in turn will improve school performance. Principals are required to have the ability to motivate teachers and other education personnel so that they are willing and able to develop themselves optimally.

Maslow's Hierarchy of Needs Theory

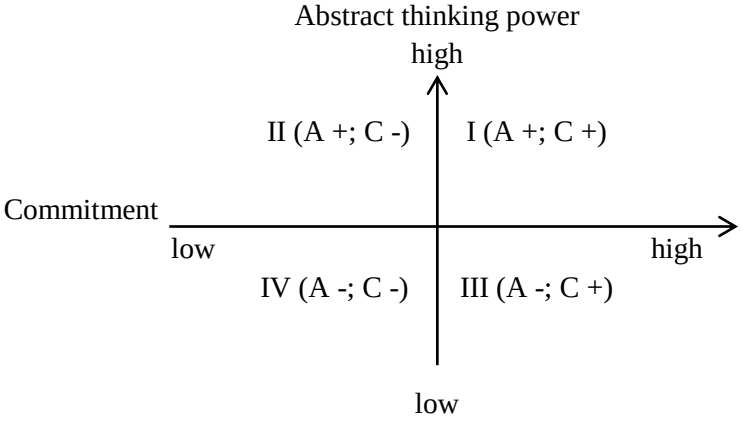
According to Maslow's hierarchy of needs can actually be used to detect human motivation. There are two assumptions which form the basis of his theory, that a person needs depends on what he already has, and needs a visible hierarchy of importance. According to Maslow there is some sort of hierarchical governing human needs, which are divided into five categories, namely physiological needs, safety, social, esteem, and self-actualization needs.

Two Factor Theory of Frederick Herzberg

Almost the same as the theory developed by Maslow, Herzberg think there are two important factors that affect a person's performance, the hygiene factors (environment) and motivational factors (work itself). Preventive hygiene factors and take into account the environmental work related to the person's dissatisfaction and low motivation at work. This factor is almost equal to the lowest of Maslow's hierarchy of needs. The factors that can motivate a person is a motivating factor, which is almost equal to the highest Maslow's hierarchy of needs.

Types of teachers based on the level of Competence and Commitment

According to Glickman in Sahertian (2000: 44), the teacher coaching approach and techniques is better suits to the type of teachers themselves. When described, then the relationship between the two basic skills teachers will look as follows.



Professional teachers are teachers in the first quadrant, where it has high competence and commitment. For low competence levels of teachers, supporting them is by providing education and training according to their needs. As for the commitment of teachers is low, should be given extrinsic motivation**.**

METHODS

This paper is not a research report, or the procedures to conduct a study, but the writer experience in an effort to solve learning effectiveness problem at school. The writing is supported by the implementation procedures, data sources, and data collection instruments which is an anonymous self-evaluation check list. This check list contains 30 aspects of competencies and commitments. All aspects are determined from the resume of teacher cases. Those aspects are: (a) disciplinary: 4 aspects (2 components of attendance and 2 compnents of permission), (b) teaching preparation: 2 aspects (mentally, emotionally), (c) materialism understanding: 4 aspects (ego, wealth, overview on others, immaterialism), (d) selves-actualization: 3 aspects (opinion exposure, selves confidence, career planning), (e) Communication skill: 2 aspects (with colleague, superior position), (f) respect ability: 4 aspects (students, colleague, superior, parents), (g) working spirit: 2 aspects (think critically and scientifically, do creatively and innovatively), (h) working morale: 5 aspects (survivals, competitive, time bound, keen and honest, work ethics), (i) Qur'an recitation skill: 2 aspects (fluency, pronunciation), and (j) speaking English skill: 2 aspects (speaking daily English, communicative English in the classroom).

The result from check list will be compared with personnel data for validating. Analysis and discussion of the results of data collection is not intended to prove the existence of a correlation between certain variables, in this case between performance and motivation, but to determine the extent of adherence to the program from the results of what teachers felt deal with their internal motivation from the program. Data sources used by the writer to identify the problem is the data of school personnel such as annually resume of teachers absence, teachers substitution, academic supervision, teachers cases, changing mindset and behavior in daily life, observation result of teachers communication skill with colleague, students, parents, and supervisor, data of teachers library visit, note of Qur'an recitation ability, and communicative English ability. Validated result will be represented in percentage**.**

Program Implementation Procedures

Every Monday - Thursday starting at 7:00 to 8:30 there are five regular agenda, (1) Qur'an recitation and the verses translation (tarjamah); (2) brief preach; (3) sharing inspirational story or quote; (4) motivation game; and (5) learning English.

1. The activity begins with all teachers read the Holy Qur'an using "Gabriel method". The objective is not only for improving reading rudimentary, but also to get to a meditation and relaxation atmosphere.
2. Then every teacher needs to understand the meaning of the verse they read, by listening to a brief preach. In this preach some interpretation of the verse delivered by pointed religion teacher, so everybody can understand the meaning of the verse, which followed with question and answer.

3. Submission of motivation such as telling inspirational stories or quotes, sharing ideas and experiences about live-leading, ice breaking, and so on, where teachers take turns (according to the draw) to conduct the activities. Teachers who turn to convey motivation are expected to prepare the material that would suit them, and it is worthy to be transmitted to other friends. Hopefully that such material can be applied and inspire teachers to do better on that day, and survive in the following day.
4. Conditionally, the principal emphasize or underline good material and activities conducted by teachers. For Principal itself this program is a casual means to make early communication with teachers. By this hopefully could reduce the teachers burden brought from home, so that when facing the students, teachers really ready to transform knowledge in a good pedagogic manner.
5. By the end of this session, the activity is to communicate in English, which is guided by an English teacher in turn. English literacy is a tool to knowledge, since many literatures are written in English**.**

DISCUSSION

The main objective of this program is to improve the commitment of teachers in particular and all employees in general, which by that can improve the willingness to improve their competencies. So the learning process will be effective, and in return achieve high school performance.

a. Starting the day by reading the scriptures is expected to dampen the emotional state of teachers, cool down, relax, open the God Spot, so that teachers will better prepare teaching.
b. Brief Preach (Tausiyah) which is teachers fiduciary explain the meaning of verses just read, and presumably can be applied in everyday life.
c. Every day the teacher took turns telling stories, words of wisdom, tips to manage lives, brain games. In this way there are some achievements teachers get which are learn to speak in public, learn to organize the material so that a simple thing can give a deep impression to the listener, choose material that suits them means very likely they will do it. Sometimes the principal needs to underline the contents of motivation, conveying official information, conduct a question and answer in the framework of problem solving, and provide targets to be achieved on that day. The motto used is "Serve better, Achieve higher, We are TEAM, less I and more WE". This activity takes approximately 1 hour.
d. The last activity is improving the ability to speak English actively and communicatively. This activity is guided by an English teacher alternately, and the material of daily classroom instruction. There is nothing difficult in learning English, there is nothing wrong for any person who is learning. That is the motivation given to all participants. Stressing point is speak in English. By providing the password "What is the meaning of ... .in English" no one complained about the lack of vocabulary possessed.

In the implementation of a program of course there are some obstacles. These must be addressed as feedback for further action in the form of improvement of the program. The constraints consist of either personal and technical.

Personal constraint is the biggest obstacle in the implementation of this program. Many teachers are reluctant to participate in this program because it assumes that the program is not related to their work. With the paradigm that the teacher's task is only to convey the material in the classroom, and develop learning tools just a routine, it requires its own effort to convince them of this program can help them improve their teaching performance. Some reasons are given to avoid attending this program. In addition it turned out almost all the teachers nervous when they have to speak and convey the message without being patronizing to peers.

Technical constraints occur due to the implementation of this program in 90 minutes pre-lesson hour, is to re-organize the structure of curriculum and lesson schedule. During teachers attend the program, students learn to recite Qur'an conducted by particular ustadz and ustadzah, that commonly don't have classroom management skill. Therefore, some adjustments have been done during the school year.

Over all constraints, "Motivation for All" program still to be implemented to meet the desired conditions as the previous. With management on the constraints the program is considered very effective and efficient in order to improve and increase the performance teachers and schools**.**

Questionnaire distributed amounting to 76 sheets (according to the number of teachers and employees), which returned 53 sheets, with the result 3 (5.66%) increase in motivation of less than 50%, 16 people (30.19%) increase in motivation between 50 % - 75%, and the remaining 34 (64.15%) feel the impact of the program by increasing the motivation of more than 75%. This indicates that there is a positive contribution of motivation program done in the early days of learning process. Indeed, these results do not automatically get rid of the problems, even sometimes actually create new problems. But at least with the change perceived by the teacher potentially be a glimmer of hope to future sustainability.

CONCLUSION

With the efforts of preparation, implementation strategy, a variety of obstacles encountered, compared with the result that is expected, as well as the contribution of the successful implementation of the program is to increase school performance, it can be concluded that the program deserves to be implemented sustainably. Because between the resources used and the expected results is in balance.

The results shown on the enforceability of the program during the school year, describes that getting the "God Spot" as pre-teaching activity contribute positively to the improvement of school performance through changes in the performance of teachers individually in this regard. Learning effectiveness can be achieved by the reduction pre lesson problem that teachers have. Therefore this program can be refined from the content and technical aspects of implementation, so that it can obtain the best format and most optimally to achieve results effectively and efficiently. ✍

References

Chatib, Munif. 2011. *Gurunya Manusia*. Bandung: Kaifa

Mulyana, Deddy, Dr. MA. 2001. *Metodologi Penelitian Kualitatif*. Bandung:Remaja Rosdakarya

Mulyasa, E., Dr., M.Pd. 2004. *Menjadi Kepala Sekolah Profesional Dalam Konteks Menyukseskan MBS dan KBK*. Bandung: PT Remaja Rosdakarya

Reksohadiprodjo, Sukanto, Prof. Dr. M.Com dan Dr. T. Hani Handoko, MBA. 2000. *Organisasi Perusahaan: Teori, Struktur, dan Perilaku*. Yogyakarta: BPFE

Sahertian, Piet A, Prof. Drs. 2000. *Konsep Dasar dan Teknik Supervisi Pendidikan dalam rangka Pengembangan Sumber Daya Manusia*. Jakarta: Rineka Cipta

Wahjosumidjo. 2007. *Kepemimpinan Kepala Sekolah:Tinjauan teoritik dan permasalahannya*. Jakarta: PT RajaGrafindo Persada

Zohar, Danah and Ian Marshal. 2000. *SQ – Spiritual Intelligence, the Ultimate Intelligence*. London: Bloomsburry

Zohar, Danah and Ian Marshal. 2004. *Spiritual Capital: Wealth We can Live by Using Our Rational, Emotional and Spiritual Intelligence to Transform Ourselves and Corporate Culture*. London: Blommsbury

DIGITAL IMAGE-BASED ANALYSIS OF COGNITIVE FUNCTION AND VISUAL PERCEPTION IN LEARNING PHOTOGRAPHY

Dody Doerjanto
State University of Surabaya
Email: dodydoder@yahoo.co.id

Abstrak: This paper focuses on the development of techniques to understand the message of visual information through digital photographic images. This is based on the cognitivist theory which claims that learning is the changing of the knowledge which is kept in the memory. This study uses a single paradigm which includes two methods: qualitative and quantitative. The students of graphic design were selected by applying probability and non-probability techniques. The findings confirm that the visual design basic knowledge indicates various acquisition values which are significant between visual development, functional development, framework system development and the creation of a digital image. The selected shape is mostly in organic form. Its relevance is to achieve spatial expression in the dimension of linear perspective and to assist the photos to be more realistic, abstract, symbolic, mysterious and imaginative. The visual content in a digital image is the fusion of visual elements. Embodiments of the subject and narrative forms are elaborated through the concept of denotation and connotation. The meaning of the message delivered through digital image is the reflection of the human personality using domain illusion signs, namely: destruction, freedom, strength, diversity, wickedness, goodness and delusion.

Keywords: analysis, digital image, cognitive function, visual perception, photography

Still, in learning photography, some difficulties ranged from the expensive photographic equipment, shooting process, until the printing results exist. However, such assumption has now changed. Learning photography regarded as an easy, interesting and enjoyable learning experience. Because photography is easy to do using a mobile phone camera, the result can be edited and printed by itself according to the requirement.

Photographic image capture in the field of photography requires a beam of light to form the character of an object. Without the light, there will be no photography. Therefore, the process of catching a photographic image on the camera can be analogous to the process of looking at the human eyes. This is consistent with the rise of *Impressionism* art movement in Europe in 1874. Subject matter of Impressionism is the light (Jirousek, 1995). Many artists then interest in studying changes in the color of the object exposed to the light.

The successful achievement of the visual learning goals supported by the elements of knowledge, thinking skills, visual expression, processes and learning technology. The success of learning technologies and skills will also enable any beneficial support to the learners in the arts of photography, that science absorbed can be used to satisfy the needs in all fields related to digital image pictures. In line with the technological development of photography, shooting results could be converted into digital imaging, because all the image data stored in the computer acts as visual data and will be used for all the needs associated with the image, whether in the field of journalism, industry and science.

The development of digital image recently reached an amazing level of creativity. Digital images processed using the photography editing process from

the simple to the complex one in order that achieves the artistic, unique, communicative, realistic and imaginative visual representation. While the results give rise to the perception of the need to translate the meaning of the message in it.

Perception is the process by which organisms interpret and organize sensation to produce a meaningful experience. Sensation then usually refers to the result, relatively unprocessed are a direct stimulation of sensory receptors in the eye, ear, nose, tongue, or skin. Perception can foster power varies in each person. They can see different views on the same image. Therefore, the information they convey through an image can be interpreted by different assumptions. On the other hand, perception describes the experience of a person about his better world and usually involves further processing through sensory input. In practice, sensation and perception are almost impossible to be separated, because they are part of a continuous creative process (Encyclopædia Britannica).

In Figure 1, the picture is uniquely shaped. If it being analyzed, the result would visually show different perception to the viewers. The first view can be assumed as the face of the rich young woman, wearing a feathered partially closing his hair with an ornamental cap and hoods. Whereas view of others could assume as it is the face of a bent old woman.



Figure 1 "My wife and My Mother-in-Law".
Source: perceptual_ambiguity.html

The process of receiving and analyzing visual data is an activity that cannot be considered separately as this is the growth of instant argument that the merger is referred to as visual perception. In an effort to explore visual perception as a product of cognition, consciousness, see and knowledge, there will be the use of the structure of visual in art and digital image as a parameter to analyze.

A lot of photo image easily understood through visual messages, but there are many who do not understand the message since there is no understanding towards the meaning behind the visual message. From such background, the proposed title then is digital image-based analysis of cognitive function and visual perception in learning photography under the purpose of revealing how to understand the visual messages through a digital image.

This research was conducted to find the massive visual design basic knowledge; the visual form which appears in the digital image; visual content that

is used; and to understand the meaning of the message being delivered in the form of a visual digital image.

The magnitude of visual design basic knowledge is used to prove the hypothesis that a strong knowledge will produce better pictures visualization and creation. Selected visual forms used to support the emergence of expression dimension and enabled photos to be more realistic. The contents shown in pictures may create the impression of narrative to form the subject through standard concepts of beauty. Whereas meaning of the message contained in the ease image comprehend pictures realized through visual signs.

RESEARCH METHODS

Based on the statement of problems, agoal that would be achieved, and the characteristics of the data should be solved through research, the necessary research paradigms appropriate to the needs of the research. The selected research paradigm to solve the problem of this study is a single paradigm.

According to Hall (2012: 4) researchers adopt a single paradigm that encompasses both qualitative and quantitative research methods. Two such paradigms have been identified as contenders for this approach, namely pragmatism and the transformative approach. The former has been advocated by a number of mixed methods researchers (e.g. Johnson & Onwuegbuzie, 2004; Maxcy, 2003; Morgan, 2007) and the latter by Mertens (2003).

Based on the research objectives, to solve the problem of grounding visual design knowledge is to create a digital image using a quantitative method approach. The quantitative research comes with deductive reasoning. According to Schechter (2010: 1) Deductive reasoning is the kind of reasoning in which, roughly, the truth of the input propositions (the premises) logically guarantees the truth of the output proposition (the conclusion), provided that no mistake has been made in the reasoning. In this section, there is an important pattern to mixed methods of quantitative data to the qualitative data.

In the development runs, mixed methods approach equipped with an abductive approach. According to Dubois (2002: 559), the abductive approach is to be seen as different from a mixture of deductive and inductive approaches. An abductive approach is fruitful if the researcher's objective is to discover new things — other variables and other relationships. Similar to 'grounded theory', our main concern is related to the generation of new concepts and development of theoretical models, rather than confirmation of existing theory.

Whereas the problems of visual presentation in the form of digital images and content contained in visual form used a combined approach between the methods of quantitative and qualitative methods. Data explored through observation of visual elements contained in the digital image. Compiled tabulation of many elements displayed in a digital image, counting the number of users, and gather meaning contained in. Then issue the meaning of the message conveyed in the form of digital image-based visual cognitive function and visual perception using qualitative descriptive approach. Data mining conducted through digital image observation visual data, noting the necessary parts and conduct interviews to explore the meaning of the message are delivered via digital image. Qualitative

research is equipped with an inductive approach that is a systematic procedure for analyzing qualitative data in which the analysis is likely guided by specific evaluation objectives (Thomas, 2006: 2).

Overall, this research resolved using mixed methods approach, including quantitative and qualitative descriptive method to get the data and the accurate results. According to Creswell (2003: 12), in mixed methods research, investigators use both quantitative and qualitative data as they work to provide the best understanding of a research problem. To Heyvaert, M., Maes, B., Onghena, P. (2011: 123), mixed methods research uses such research paradigm to encourage the combined use of qualitative and quantitative research elements to answer complex questions, recently gaining enormous popularity (Creswell 2003; Greene, 2007; Johnson and Onwuegbuzie 2004; Onwuegbuzie and Leech 2005; Tashakkori and Creswell, 2007; Tashakkori and Teddlie 2003b). Along with the development of research, the notion of mixed methods changed as written by Creswell (2010: 2), several definitions for mixed methods emerged over the years that incorporate various elements of methods, research processes, philosophy, and research design.

The subjects were those who studied photography II, consisted of two classes which were class A and class B, Department of Education Fine Arts, Graphic Design Program D3, yearactive of 2011, from 19 to 21 years. Class A consisted of 26 learners, the number of men was16 and the number of women was 10. Class B consisted of 31 learners, the number of men was 20 and the number of women was 11.

This research was conducted at the Department of Education Fine Arts, Graphic Design D3 Study Program, Faculty of Language and Art, State University of Surabaya (UNESA). Selection of study sites determined based on several considerations, including 1. Learners were taking courses Photography II, semester 4 (four) in the class of 2011. 2. It consisted of two classes, totaling 26 participants GD A and GD B as many as 31 participants. 3. The characteristics of the subjects and objects were relevant to the purpose of research. 4. Obtained sufficient basic knowledge in preparation supported cognitive function and visual perception.

Data collection techniques that were used are observation, interviews, recordings, questionnaires, and documentation. The researcher took a part as *participant observer*. This technique directly views the ability of the learners in terms of digital photo-based cognitive function and visual perception essential. Learners' activity in the images process systematically recorded in direct via computer using *Camtasia* program.

Interview method is very supportive after the observation or observation methods used in this research instead. Interviews used to measure accuracy and verify the data. Interviewing is an important way for a researcher to check the accuracy of-to verify or refute-the impression he or she has gained through observation. The interview patterns used were both structured interviews and unstructured interviews. Recording methods used to obtain data that would be analyzed through the editing process in editing digital photos. Every single digital photo editing step would be recorded through the performance of editing photos using *Camtasia* program. Camtasia is a video-based screen capturing software program. It is analogous to using a video camera to record your screen. However, unlike using a video camera, the software is installed on your computer, so your screen captures are directly recorded to a digital video format with higher quality audio.

Questionnaires used as supporting data, especially to obtain preliminary data tends extensive, but less detailed and in-depth. Testing with questionnaires could obtain validity and variability necessary to test the questionnaire. Questionnaire used to explore qualitative data about the knowledge of digital photography, visual meaning, and the meaning of the overall image.

Documentation in this research obtained from the pretest archives of learners capability, report of the results of the exercise, books, photos, and other relevant documents related to the subjects.

The data sources of this research were: (a) setting of natural location, the venue of the learning process and digital photo processing; (b) subject of this research involved the learners of D3 graphic design in a class of 2011half to four (4) which take a course in photography II, consists of two classes, that is class A with total of 33 participants and class B as many as 38 participants; (c) informants consisted of two lecturers: art expert, Mr. Salamun Kaulam (I1) and lecturer of editing and photography courses, Mr. Wayan Setiadarma (I2); (d) results of editing digital photos form obtained from picture digital image; (e) results recording editing activities obtained through computer using *Camtasia* program.

The sources of the data adapted to the conditions appeared in the field. Technique intake of data sources in qualitative research as well done by snowballing.

Due to the nature of this study is a continuation of the course of photography 1, there will be any requirement to establish procedures gradually and sustainably. According to Reigeluth & Stein (1983: 343), a procedure is a set of actions that are intended to achieve an end. It is often referred to as a skill, a technique, or a method. Knowing how a procedure entails is to know how to do something.

This research implemented based on the flow in Figure 1 as follows:

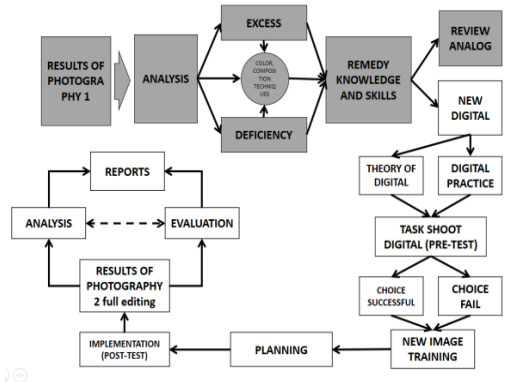


Figure 2 Research Flow.

The data analysis is basically carried out continuously from the beginning of data collection until the writing of the report. This done in order to fix when there was probably an error or a paucity of data occurred. According to Cohen (2011: 537), qualitative data analysis involves organizing, accounting for and explaining the data, in short, making sense of data in term of the participant' definition of the situation, nothing patterns, theme, categories and regularities. This research used axial coding to classify the digital images based on a visual form that seems

dominating, and words and phrases in the title of each work through the digital image that then group of Fire, Wing, Yin & Yang, Cracks, Rainbow, Gothic, and Imagination gathered.

The analysis model is an interactive model as proposed by Miles and Huberman (2002: 94). The three components of the analysis of data reduction, data display and drawing conclusions with verification conducted in processes that shaped in cycles. In this form, researchers still move between the three components of the analysis during and after the data collection. Of the three measures done interactively (not linear) and conducted cyclically.

Visual data analysis techniques will be revealed by 15 grounding analysis of the data, as it has been formulated by Donald Ratcliff. Of course, visual works cannot be expressed on the terms of the unity of analysis, but it rather adapted to the theme and visual data disclosure.

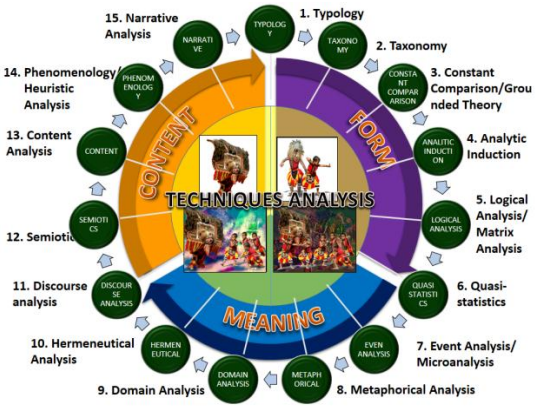


Figure 3 Digital Image Data Analysis Techniques.
Source of 15 Methods of Data Analysis in Qualitative Research

The quality of qualitative research can be seen in four aspects that are: credibility, transferability, dependability, and confirmability (Faisal, 1990: 31-33). Considering some of the existing limitations, the researcher would only see the quality of the credibility aspect, and even then not entirely done. The aspect of credibility had only been done in two ways that are persistent observation and triangulation.

RESULTS

Basics of Knowledge

Framework System Basic Knowledge of Visual Design

The development of a design visualization framework done based on the systematic application of design patterns to the form of a visual framework. Framework system basic knowledge of visual design consists of two groups: the first, the characteristics of the visual design (aesthetic plane) that are intended for visual development, consists of three levels, level 1. Factors visual composition level 2. The principle of visual compositions, and level 3. Visual design elements; and the second, the characteristics of the group IT-based visual system development (science plane) devoted to the development of

functional, consists of three levels, level 1. Factors visual system development, level 2. The results of the user experience, and level 3. Owner results in the value. Acquisition value is presented in Table 1.

Table 1 Platform knowledge of visual design framework system.

No.	Group	Element type	Average	Percentage
1	Visual Development	Visual elements (level 3)	88.10	22%
		Visual principles (level 2)	85.80	22%
		Factor visual composition (level 1)	68.53	18%
2	System development	Functional development (level 1)	44.35	11%
		Development of user (level 2)	71.97	18%
		Owner outcome value (level 3)	33.27	9%

The high ranking obtained was in the field of visual development (62%). While the ability to obtain a low-rank got on system development (38%). The outcome of the test instrument, obtaining a high rank on the visual elements of level 3 amount of 57.69 (16%) and the acquisition of low ratings on the development of functional level 1 at 30.84 (9%) proved to be constant at the level of rank 3.

A high average obtained through cross check, according to R24a, mastery of visual development on the visual elements (level 3), theoretically may improve the quality of the owner of the result value (level 3) on the development of the system. When the acquisition of the two types of equality in the levels is not the same, then the quality of the performance of the framework of the system becomes unbalanced. Therefore, the acquisition of an equivalent level needs to improve the quality of performance in order to gain balance can be achieved. Whereas when it comes on getting low ratings, according to R12a, there is a need to improve the exercise balanced by the requirement that the elements contained within the framework of the visual design can be connected to the balance. Therefore, according to I1, visual design framework system needs to be developed in a tangle of interconnections between elements equal in harmony, so that optimization of the development plan design, can be done in a better quality.

The findings of the data in this research proved a significant impact (F .893 and p .349) between the basic knowledge of framework system for the development of creative visual design creation. There are differences in the aesthetic characteristics of the functional characteristics with low height (F 3,298 and p .075). Thereby basic knowledge here emphasized on the capability in visual design framework system with significant improvement in quality and visual development framework system and the creation of the visual design.

Platform Knowledge of Photography

The basic concept of digital photography knowledge used to develop the technique of taking photos with better results. A basic knowledge of photography includes the acquisition of knowledge about photography consists of six

components, including the acquisition of knowledge about photography (18%), history (7%), the technique photoshoot (23%), the type of camera (22%), lighting (17%) and white balance (13%).

Measurement capabilities of digital photography basic knowledge obtain a high rank in the engineering field photoshoot (19%) and the type of camera (19%). The rating is quiet enough in the history (14%) and white balance (14%). The outcome of test instruments then places acquisition in the high ranking of photoshoot technique at 77.68 (18%) and the lowest one on the history of photography at 62.90 (15%). Thereby the measurable proven constant determined the acquisition which is equivalent between test results and the results of the research instrument.

Uncovering the percentage rank highest level (19%) refers to the instrument data research, proving that knowledge of photoshoot techniques and the type of camera that obtained with either standard could produce good photographs as well. A photography technique that are drawing with light and applying the photoshoot techniques commonly use a type of camera options to capture macro subjects, landscape, portrait, still life, long exposure, panning, and cityscape. Two other parts are the lighting / light and photographic theory (17%) in the context of a technical or scientific, electromagnetic radiation of any wavelength. The theoretically light that is set and well laid out can be captured on camera that produces an enchanting image.

Through cross check, obtained the highest rates, according to R14a, photoshoot techniques basic knowledge requires to develop the capability of photograph models. Besides, it is still necessary to develop the capability the arrangement of light photo shoot technique by decreasing shadow factor. According to I2, photography models require the arrangement of light that are highly relevant to the needs of photography. As we know, the definition of photography is written using the medium of light. With the light in the on mode, there will be a form occur that can be captured by the camera. With the good light arrangement, there will images with good quality achieve.

For the low average obtained, according to R2a, history is often only impassable. Learners are given the opportunity to develop knowledge of the history, to learn independently. According to I2, the history of photography is necessary to supplement the needs of cognitive knowledge. Therefore, the development of a long history of photography, the history of the photographic material needs to be developed by the reading activity conducted through the books and records on the internet.

The findings of the data analysis in this research showed a significant impact (F 16 874 and p .000) between the foundations for the development of creative photographic creation. There are differences in the aesthetic characteristics of the functional characteristics with low height (F 4996 and p .030). Thereby

foundations of knowledge mastery of digital photography placed on the significant image capture technique in the design of visual.

It can be concluded that the basic knowledge related to the development of the design of visual is highly relevant to the development of visual design. This is evident in the acquisition value of the average varied between the highest value, medium and low. The lowest score obtained in this research as the material related to learning theory has not been obtained in the learning process. Therefore, it requires to priory the improvement and development of visual design-related material in the learning process in the future.

The Creation of a Digital Image Using Full Digital Photos Editing

The task of creating a digital image using full digital photo editing applied to the *Portfolio Cover* design tasks. The discovery of visual signs in the research, in general, can be classified in the postmodern design work. Postmodernism elaborates affections aspects of life, in general, holistic, art, and aesthetics. The findings are specifically grouped by classification on the typology of the design works presented in Table 2.

Table 2 Typology of Work Design.

No.	Typology of design	Average	Percentage
1	Fire	8	15%
2	Wing	6	11%
3	Yin & Yang	4	7%
4	Cracked	10	19%
5	Rainbow	3	6%
6	Gothic	18	33%
7	Imagination	5	9%
	The total amount	54	100%

The Gothic theme is chosen at most (33%), significantly facilitates communication needs in the postmodern era. The typology of images shown in Figure 4 as follows:



Figure 4 Typology of images.

In order to understand the results of the analysis of digital images easier, such aspects regarding form, content, and meaning of the digital image presented in the following

table. The design qualification of digital image consists of a group of high quality, medium quality, and low quality. Measurements performed design qualification is based on the principles of design and digital image creation process. Recorded creation processes done by using Camtasia application program so that all the techniques, time, and quality of creative work. The result is a movie tutorial, so it can be observed repeatedly and carefully. Digital image quality measurement results are presented in Table 3.

Table 3 Digital Image Qualification.

No.	Digital Image Qualification	Average	Percentage
1	High quality	14	26%
2	Medium quality	30	56%
3	Low quality	10	18%
	The total amount	54	100%

The creation of high-quality digital image received higher ratings (26%) of the low quality (18%) proved significantly between basic knowledge with the quality of digital image creation. Qualification of digital image is shown in Figure 5.



a. High-quality. b. Medium quality. c. Low quality.

Figure 5 Digital image qualifications.

Visual Presentation Forms in a Digital Image

Visual form in a digital image explored through the observation and interviews. The main data to note is determining the most dominant form in the visual presentation. The findings of the research show that the visual form of the most widely presented in the organic form. That is the elaboration of visual form that is close to natural forms. Most creations consist of a combination of geometric shapes with organic shapes; the others combined organic forms with geometric shapes.

The results of the visual data observation obtained for the organic form as many as 30 (56%), organic compounds with the geometric total of 18 (33%), and a mixture of geometric and organic as much as 6 (11%). According to I1, to explain forms more convincing and easier to understand, the artists from the fifteenth century began to use light to control light and dark values. Painting and drawing, demonstrate an understanding of form in space showed on organic forms. It is a rule or convention that the form is not far from our visual comprehension. The rule applied to all objects which are distinguished according to the light source.

According to I1 (interview), we need to understand and address the issue of visual design with natural forms growing stronger every day. It could also be perceived at the beginning of the industrial revolution, the value of the process and solutions to design problems they created are still in the draft to come. Our ability to determine the value in

this and to solve the problems closely related to our understanding of the natural form bound. Of course we have a lot of benefit from the industrial revolution, but we have to participate in developing a larger perspective, covering the entire process, and living organisms on earth and then dreaming up beyond the Earth if it is possible.

Organic form is exciting in the realm of photography. The organic form can manifest form as a dynamic structure; reciprocal action clustered around the hierarchy may be converging. What we see through the mind as well as our senses of perception gradually oriented. Focus between the mind and the senses we move from point to point, from unit to unit to form a suspenseful caught. There is a natural form of units, unit forms (perception) of our perception imagine yourself, and construction shape the real unit. Thereby, the grain organic form received ratings of most (56%), significant with the needs of visual communication through a digital image.

From the observation done, the shapes of the objects found in this research are in the form of a geometric figure tangible object 1 (2%), organic form of tangible man as many as 23 (42%), organic form intangibles of a woman as much as 29 (54%), and organic form a mix between men and women as much as 1 (2%). According to R6A (interview), the selection of organic form was fun, they did not need to express thoughts too deep and its source can be drawn from himself or photo subjects targeted by the camera. The subject may choose one course, a combination of different genders, or other desired shape. All options adapted to the needs of communication.

According to R25a, more visual forms present chosen are in the organic shape of a woman with high ratings (56%), with the excuse that the woman is very soft, feminine, it is easier to communicate, and always looks more beautiful than the appearance of the man. Thereby, the selection of the organic subjects of significant communication needs through a feminine character.

The Contents Contained Herein Visual Form

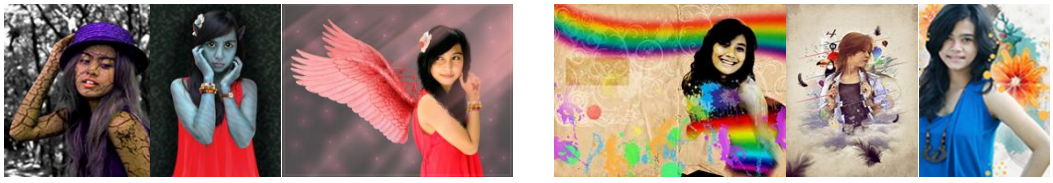
The contents of which are found in a visual form consist of two main parts to the application of visual design. The first part is comprised of a visual element. Line, b. Field (two-dimensional/shape and three-dimensional/form), c. Distance/space, d. Value, e. Texture, and f. Color. The second part is the visual principle covers a. Balance, b. Movement, c. Repetition, d. Emphasis, e. Unity, f. Contrast, and g. Harmony.

The Meaning of the Message Delivered in the Form of Digital Image-Based Visual Cognitive Function and Visual Perception

The paradoxical nature of man's relationship exists to photography as the photos communicate to humans through two different ways that are denotation and connotation. One of the ways used by the experts to discuss the scope of larger meaning is to distinguish denotative to the connotative meaning. Denotation often refers to something literal and avoids becoming a metaphor. Denotation explores the concept of "what is" (forms, color, and font). While the connotation refers to cultural associations or subjective emotional understanding in general includes some words or phrases.

Readability meaning of the message of the digital image can be done directly through the prediction of visual signs that appear either explicitly or implicitly. Meaning of the message found in this study consisted of two types of explicit meaning as many as 31 and the implicit as much as 23.

Explicit category (57%) is most widely used in the embodiment of the digital image. In general, capture explicit (written) is faster rather than implicit (implied) that sometimes incorrectly captures the intent of a person in the efforts to establish communication with others. Presentations of the explicit categories are significant convenience factor of reading the signs of visual language. Category forms of explicit and implicit shown in Figure 6.



a. Explicit forms. b. Implicit forms.

Figure 6 The group forms the explicit and implicit forms

Nevertheless, the meaning of the message being delivered through visual design is divided into eight parts: fire, wings, Yin & Yang, cracked, rainbow, gothic, and imagination.

CONCLUSIONS

Digital image analysis process, including the amount of basic knowledge describing the visual design, visual form that implied in the digital image, the visual content used and the understanding of the meaning on the message conveyed in the form of a digital image. Visual design basic knowledge shows the acquisition value sufficiently varied, reaching a level of significance between p .919 until with the p .000 between the quality of the digital image creation with the application of knowledge in the field of photography, visual development, functional development, and the development of visual design framework system. This proves the existence of a correlation between theoretical and empirical, based cognitive function.

Forms are used to support the embodiment of the digital image, entirely in organic form, partially consist of a combination of geometric forms with organic forms adjusted to the needs of conveying messages through the most dominant forms. Its significance is achieved from spatial expression in the dimensions of linear perspective, helping the presentation of digital images look more realistic, abstract, symbolic, mysterious and imaginative appropriate planning visual design.

Contents contained in a digital image are blends of visual elements. Embodiments of the subject and narrative elaborated through the concept of denotation and connotation, whereas the visual elements are presented explicitly and implicitly so that the message conveyed visually be more easily understood.

The meaning of the message being delivered through digital image depicts the characteristics of the human personality using the signs of domain illusion; damage meaning content of freedom, strength, diversity, evil, goodness and fantasy. Thereby, the delivery of messages through the digital image is closely connected with the basic of visual perception.

Elaboration of learning technology, computation technology, and photography technology, should be developed as much as possible to achieve success more meaningful

and humane. The findings in this research can be expanded in a number of directions. First, the systematic study of color combinations done specifically and more controlled. Color contains the meaning to convey the message in a civilized, can be selected to better represent the wavelengths across the spectrum of visual communication. Second, a number of alternative outcomes can be explored. Third, there are many possibilities for the development of learning applied more widely that the development of a more general impact of the digital image achieved. ✍

References

Britannica Encyclopaedia, CD-ROM. (2002), *Funk and Wagnalls Encyclopedia Popular Photography & Imaging Magazine*.1994 2004. Kodak: More joy of Photography. The Focal Encyclopedia of Photography.1978. Focal Press.

Cohen, Louis., Manion, Lawrence., Morison, Keith. (2011), *Research Methods in Education, seventh edition*. London and New York: Routledge Taylor & Francis Group.

Creswell, John W. (2003), *Research design: Qualitative, quantitative, and mixed method approaches. Second Edition.* California: Sage Publications, Inc.

Creswell, John W. (2010), *Research Design, Qualitative, Quantitative and Mixed Methods Approaches, Third Edition.* California: Sage publication, Inc.

Dubois, Anna. & Gadde, Lars-Erik. (2002), Systematic combining: an abductive approach to case research, *Journal of Business Research* 55 (2002) 553–560. Department of Industrial Marketing, Chalmers University of Technology, Gothenburg, Sweden.

Faisal, Sanapiah. (1990), *Qualitative Research Basics and Applications*. Malang. YA3.

Fraenkel, J.R. (2006), *How to Design and Evaluate Research in Education (sixth edition).* New York: McGraw-Hill.

Hall, Ralph. (2012), *Mixed Methods: In Search of a Paradigm.* http://www.auamii.com/ proceedings_Phuket_2012/Hall.pdf

Heyvaert, M., Maes, B., Onghena P. (2011), *Mixed methods research synthesis: definition, framework, and potential.* Springer Science+Business Media B.V.

Huberman, Michael & Miles, Matthew B. (Eds.). (2002), *The Qualitative Researcher's Companion.* London: Thousand Oaks: Sage Publications.

Jirousek, Charlotte. (1995), *The Nature of Changes In the Fine Arts*, This web site Copyright © Questions or comments? Let us know at caj7@cornell.edu.

Johnson, Dave. (2004), *Photo Finishers, Photo Editing Super Guide Volume 3*, PC World Communications, Inc.

Reigeluth, Charles M. & Stein, Faith S. (1983), *The Elaboration Theory of Instruction*, 10.

Schechter, Joshua. (2010), *Deductive Reasoning, Forthcoming in The Encyclopedia of the Mind*. edited by Hal Pashler, SAGE Publishing.

Thomas, David R. (2006), A general inductive approach for qualitative data analysis. email dr.thomas@auckland.ac.nz.

THE DEVELOPMENT OF THEMATIC LEARNING BASED ON LESSON STUDY WITH ORIENTATION ON REGION DIVERSITY FOR TEACHERS OF ELEMENTARY GRADE

Endang Setyo Winarni; Sihkabuden, Sri Harmini
State University of Malang
Email: endang_setyo_winarni@yahoo.com

Abstrak: Teacher quality improvement is a requirement. In relation to the commencing of curriculum 2013 implementation, teachers are expected to be able to create "Planning of Integrated Thematic Learning Implementation" for elementary students, such as for qualified grade IV through lesson study and able to implement it. This research is using descriptive research scheme. There are two methods applied which are survey and deep interview completed with observation and documentation. Almost 100% teachers do not have any knowledge of Lesson Study. Training on Lesson Study needs to be re-conducted with many more trainees, especially teachers of elementary grade in the city of Malang, Province of East Java. Indonesia. The result of this research is "Planning, of Integrated Thematic Learning Implementation" created by teachers through Lesson Study and Video Compact Disc (VCD) of learning implementation.

Keywords: thematic learning, lesson study, region diversity

The teacher's quality improvement is such a demand. The teachers must meet four competencies, namely: academic, professional, personality and social. In the Law of RI number 14 of 2005 concerning the Teachers and Lecturers article 20 (a), it is mentioned that in their professional task implementation, the teachers have the obligation to plan the learning process, conduct qualified learning, as well as assess and evaluate the learning outcome (in Ibrahim, 2012). Related to the starting of curriculum 2013 implementation at the educational year of 2015/2016 for the 3rd and 4th grade class, so it is necessary to conduct The Learning Implementation Plan making by the lesson study for the teachers of 3rd class in Malang (for the 1st and 4th classes, it is done at the educational year of 2013/2014 and for the 1st, 2nd, 3rd , and 4th classes, it is done at the educational year of 2014/2015). Therefore, it is necessary to conduct the Lesson study training, so that this research results in the long term will be able to give the contribution to the nation and country as the action assisting the teachers in designing the Thematic Learning Process by lesson study. By the qualified Learning Implementation Plan, it affects also on the qualified Thematic Learning implementation , absolutely can more active the students in conducive situation so that the students will be happy, not be pressed, study while playing, because the activities are based on what experienced by them in their daily life. Thus, it will create more creative and active national children because the learning process can be conducted based on PAKEM (Creative and Enjoying Innovative Active Learning).

What intended as the thematic-integrative approach is the learning to be conducted in the natural situation and condition. The material organizing is not implemented in the form of separated discussion base, but it is tied by using certain themes by following the principle of simplicity, meaningfulness in the communication, contextual fairness, flexibility (adjusted with the demand, condition and place), integrity and sustainability to the various aspects and skills (Rofi'uddin, 1996). The thematic or integrated learning is such a learning strategy combining some subjects to give the meaningful experiences to the students. The characteristics of thematic or integrated learning among others are: a)

Presenting the concept of some subjects in a learning concept, with the goal so that the learning can be more meaningful, so that it is not being forced, b) being flexible, c) The learning can develop based on the student's interest and demand, d) giving the direct experiences to the students, e) centered on the students (santosa, 2003).

The lesson study is a systematically process used by the Japanese teachers to test their learning effectiveness in order to improve the learning outcome (Garfield in Ibrohim, 2012). The systematically process intended is the collaborative teachers' work to develop the plan and a series of learning, to conduct observation, reflection and learning plan revision in cycle way and continuously.

Meanwhile, Richardson in Ibrahim (2012) wrote that there are seven steps or measurements including in the lesson study, namely: 1) forming a team of lesson study, 2) focussing on the lesson study, 3) planning a learning plan (study lesson), 4) preparing to conduct observation, 5) conducting the teaching and its observation, 6) conducting the learning interview or discussion, 7) conducting the reflection and planning the following steps.

The teachers must pay attention to the variables affecting the success in the teaching and learning process among other is the children thinking level. If the teachers' quality (in this case is the teachers) improves, it will affects on the improvement of learning quality which then the students' quality will also improve (Winarni, 2006). Winarni,(2012) states that the Elementary School students' characteristics can be built by various types of ways; in the mathematic learning namely by training the students to be consistent in thinking, consistent in understanding the terms, consistent in applying the agreements. Based on the children's concept as a totality or as an individual, the development is also a process with holistically characteristic. Meaning that the learning is not only on certain aspect, but also involves all interwoven aspects one another. (Semiawan, 1999). Therefore, the understanding on the educational differentiation between at home and at school is greatly required and this will help the teachers to understand the children's difficulties in adjusting themselves to school (Department of National Education, 2002).

According to Sunarti and Rahmawati (2014: 1-2), the change of KTSP curriculum into 2013 curriculum is one of the efforts to renew after it has been done researches for the curriculum development based on the young generation demand. The 2013 curriculum integrates three concepts balancing the attitude, skills and knowledge. By these concepts, the balance between hard-skill and soft-skill is started from the Graduation Competency Standard, Content Standard, Process Standard and Assessment Standard which can be realized.

The 2013 curriculum gives the emphasis on the modern pedagogical dimension in learning, namely using the scientific approach. The scientific approach in the learning as mentioned includes observing, asking, thinking, trying and forming networks for all subjects. The learning process touches three aspect, namely attitude, knowledge and skills. By this approach, it is expected that the students to have the competencies of attitude, knowledge and skills which are much better.

They will be more creative, innovative and productive, so that in the future they can be successful in facing various problems and challenges in their time, entering the better future. The implementation effort of the scientific approach in this learning processes,

then creates an authentic evaluation system. The learning is conducted (1st class until 6th class) by the thematic learning (on 2015).

RESEARCH METHOD

In this I step of study, it is using descriptive research design. This research aims to descripe systematically, in details and accurately about (a) How the description of Learning Implementation Plan discussion result data based on the 2013 curriculum to be observed as the thematic Learning Implementation Plan (RPP) for 4th class of Elementary School, (b) How the description of Learning Implementation Plan discussion result data based on the 2013 curriculum to be polished as the Learning Implementation Plan (RPP) at 6th class of Elementary School, (c) How the trial of learning implementation based on the Learning Implementation Plan description at the 6th class of Elementary School which has been observed and polished by the lesson study, (d) How the trial result description making the learning implementation VCD based on the Learning Implementation Plan which has been polished by the lesson study. For that, it is determined by two ways namely survey and depth interview completed with observation and documentation.

The population in this research are the teachers which their elementary schools are located in Malang area consisting of (a) Central City consisting of Klojen and Lowokwaru Sub-district areas, (b) Half of city and half of village consisting of Blimbing and Sukun Sub-district areas, (c) Villages, namely the Kedungkandang Sub-district (Sub-urban).

The instruments used in this research are the questionnaire and interview guidance. There are some measurements taken in arranging the questionnaire. First, it conducts the main variable description, namely (a) How the description of Learning Implementation Plan discussion result data based on the 2013 curriculum to be observed as the thematic Learning Implementation Plan (RPP) for 4th class of Elementary School, (b) How the description of Learning Implementation Plan discussion result data based on the 2013 curriculum to be polished as the Learning Implementation Plan (RPP) at 6th class of Elementary School, (c) How the trial of learning implementation based on the Learning Implementation Plan description at the 6th class of Elementary School which has been observed and polished by the lesson study, (d) How the trial result description making the learning implementation VCD based on the Learning Implementation Plan which has been polished by the lesson study.

The data are in the form of questionnaire which has been filled by the Elementary School teachers and the Learning Implementation Plan from the Elementary School teachers which has been made. The source of data is the Elementary School teachers in Malang City areas. The assessment data of field expert test is conducted by using questionnaire and interview concerning the package acceptance. This questionnaire contains the recommendation of utility, implementation and appropriateness levels. The interview contains the improvement recommendation for the training package, module development of lesson study-based thematic learning model with the area variety orientation (geographical characteristics) for the elementary school 6th class in Malang. Then, the data will be collected by using questionnaire, interview, observation and inventory.

The following activity measurements in this study are the following: (1) Conducting the workshop of module package utilization of lesson study-based thematic learning model with the orientation of area characteristic (geographical characteristic) for the elementary school 6th class in Malang. (2) Applying the lesson study-based thematic learning model module with the orientation of area characteristic (geographical characteristic) for the elementary school 4th class in Malang. (3) Conducting the questionnaire, interview, observation and inventory to know the effectiveness of lesson study-based thematic learning model module package implementation with the orientation of area characteristic (geographical characteristic) for the elementary school 4th class in Malang. (4) Conducting the result data analysis, (5) Drawing conclusion concerning the use of lesson study-based thematic learning model with the orientation of area characteristic (geographical characteristic) for the elementary school 6th class in Malang. The data obtained from these activities will be analyzed by test technique of different test.

RESULTS AND DISCUSSION

Results

The activities which have been conducted in this study are as the following: (1) Preparing the Lesson Study questionnaire and paper for the 6th class elementary school teacher training, (2) Distributing the questionnaire about the lesson study information to the elementary school teachers as the respondents, (3) Analyzing the questionnaire input results, (4) Conducting the lesson study training for the 6th class elementary school teachers, (5) Arranging and making revision to the Learning Implementation Plan by the lesson study, (6) conducting the trial from the Learning Implementation Plan which has been polished by Peer Teaching, (7) reflecting the learning trial implementation as peer teaching by Lesson study, (8) Conducting the Learning Implementation Plan validation to the experts, in this case are the thematic/ integral learning lecturers, (9) conducting the learning trial by Real Teaching to the elementary school students from the Learning Implementation Plan which has been validated, (10) reflecting the learning implementation results of the Learning Implementation Plan which has been done as Real Teaching to the elementary school students then it will be made the VCD.

By studying the table at the 5th column, almost 100% of the teachers yet understand the Lesson study, so that it is necessary for the training. The impression and message of elementary school teachers as the lesson study participants after it is held the traning on May 27th 2012 are the following.

The impression can be shown: (1) Increasing the knowledge and information about the lesson study, (2) Being satisfied to the much useful knowledge obtained, (3) Feeling happy because getting knowledge so that it can be used for the progress of themselves and students in the future, (4) getting many recommendation from other participants to improve the Learning Implementation Plan, (5) Being able to see the model teacher sample in delivering the good learning, (6) Very happy because it is presented in small groups, so that it increases the knowledge.

The message can be shown: (1) it should be that the activity like this Lesson study activity can be conducted continuously, (2) it should be that the time training adjusts to the elementary school schedule, (3) The lesson study learning is followed up by other

teachers (alternately), so that other teachers can also know and understand, (4) it will be better if there is any certificate, so that it will be useful for the level increase, (5) if this activity is done again, I still want to join and I expect that it will be in time to the schedule.

Discussion

The learning observation result in this Lesson Study activity is explained as the following: (1) the students really study about the learning which has been done. This is proven by : (a) the learning is based on the learning scenario, (b) the students pay attention to the learning well and have followed the instruction from the teachers, (c) many students are enthusiastic and active in following the learning and there are some passive students and tending not to express their opinions. (2) there are no students having no willingness to join the learning activity. All students involve directly in the learning process, although there are some students who do not want to express their opinions. (3) the students who do not want to express their opinions are because they are afraid or shame. (4) the efforts which can be done by the teachers to support the inactive students are: (a) to give the chance to give their opinions, (b) to stimulate the students to think actively and creatively, also (c) to approach the students while they are answering the questions, this is for motivating them (can be done by appreciation). (5) the valuable lessons which can be obtained from the learning are : (s) the teachers must give any effort so that the students involve actively in the learning, (b) the good student conditioning way, so that each students can follow the learning from the beginning until the end, (c) the reinforcement from the teachers can motivate the students, (d) the teachers are being creative in preparing the learning props and media, (e) the active interaction between the teachers and students, also (f) the enjoying activity.

The valuable note obtained when joining the open lesson is explained as the following. Initial activity: (a) the teachers condition the students to be prepared in achieving the lesson as well as good and almost thorough interaction, (b) the initial learning is started by apperception and delivering the learning objectives to the students, the time used is enough to meet the ongoing initial activity, (c) the time used is effective and appropriate (giving greeting, prayer, absence, apperception, and giving information), (d) the teachers are good at giving some question concerning the learning materials.

The core activity: (a) in the core activity, the students are active enough in joining the learning, (b) the core activity can be smooth and enjoying, it is proven by the enthusiastic students, (c) the good time allocation, so that all activities can be done, (d) the core activity implementation time has been based on the Learning Implementation Plan.

Final activity: (a) the final activity is done by asking the students to draw conclusion, doing the evaluation, moral message, and follow up based on the Learning Implementation Plan, (b) the time to conducting the evaluation items has been appropriate.

Basically, the valuable experience obtained is explained as the following: (1) getting new knowledge about the way doing apperception and making the students focus on the learning, (2) the positive strengthening is given to motivate the students actively in the learning process, (3) it is necessary to condition the students so that they can be still

active in the learning process from the beginning until the end, (4) it is necessary for the questions driving the students' activeness.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the research, it can be concluded the following things: (1) in reality, the 6th class elementary school teachers as the respondents, almost 100% of the answers is incorrect in completing the items on the lesson study knowledge and by other words, almost 100% of the teachers does not know about the Lesson Study, (2) the Lesson Study training is necessary to be done again with more participants, of course it is joined by the elementary school teachers in Malang city, (3) the making of learning equipment in this case is the Learning Implementation Plan (RPP) of Thematic learning for the 6th class is required to be socialized with broad scale by the Lesson Study, (4) the learning VCD screening for the thematic learning sample is necessary to be distributed, this can be such a sample for the teachers to conduct the task so that it will be more qualified.

Recommendation

Based on the research results, it should be conducted the lesson study training with more participants. The training time is adjusted to the activity at elementary school (selecting the leisure time for the elementary school teachers). It is greatly required the study of lesson study-based thematic learning development for the Learning Implementation Plan (RPP) making quality improvement and the implementation as the VCS for the elementary school teachers' reference in conducting the thematic learning.

Refferences

Depdiknas, 2002. *Bahan Penataran Pakem Menuju Masyarakat Peduli Anak*, Jakarta: Depdiknas

Ibrahim, 2012. *Panduan Pelaksanaan Lesson Study di KKG*. Malang: Kerjasama PT Pertamina dan UM

Rofi'uddin, Ahmad. 1996. *Penilaian Pembelajaran Bahasa Indonesia di Sekolah Dasar*. Malang: PPS IKIP Malang

Semiawan, Conny. R. 1999. *Perkembangan dan Belajar Peserta Didik*. Jakarta : Depdiknas

Sunarti & Rahmawati, Selly. 2014. Penilaian Kurikulum 2013. Yogyakarta: Adi Offset.

Winarni, E, S. 2006. *Pembelajaran Soal Cerita Dengan Pendekatan Realistik pada Siswa Kelas V SD sebagai Implementasi Kurikulum 2004*. Makalah Disajikan pada Konferensi Nasional Matematika Ke XIII di FMIPA Universitas Negeri Semarang, tanggal 24 s.d 27 Juli 2006. Semarang: Universitas Negeri Semarang.

Winarni, Endang Setyo. 2012. Media *Pembelajaran Alternatif untuk Meningkatkan Kwalitas Belajar Matematika Siswa Sekolah Dasar. Makalah Disajikan pada Workshop Pembuatan Media Pembelajaran Matematika Inovatif pada KKG Gugus VI Kec. Kedungkandang Kota Malang Malang pada tanggal 12 September 2012 Malang*: KSDP FIP UM

Winarni, Endang Setyo. 2012. *Makalah Disajikan Dalam Seminar Nasional Matematika dan Pendidikan MAtematika Dengan Tema " Kontribusi Pendidikan Matematika dan Matematika dalam Membangun Karakter Guru Dan Siswa"*. Jogjakarta: FMIPA UNY

CONSERVATION VALUES OF LOCAL WISDOM TRADITIONAL CEREMONY *RAMBU SOLO* TORAJA'S TRIBE SOUTH SULAWESI AS EFFORTS THE ESTABLISHMENT OF CHARACTER EDUCATION

Erman Syarif; Hasriyanti; Ach. Fatchan; Sumarmi; I Komang Astina
Postgraduate Student at State University of Malang
Email: emankgiman@gmail.com

Abstrak: Rambu Solo traditional ceremonies of Toraja South Sulawesi is a wisdom which contains a lot of value as a handle and the views of community life in the Toraja. This study aims to explore and assess the information about the preservation of the values of local wisdom ceremonies Rambu Solo in efforts to establish character education. This research approach is qualitative using method of ethnographic study. Data collection techniques and information conducted through interviews observation and documentation study. The findings of this study were (1) the traditional ceremony Rambu Solo is the embodiment of the system of public trust which has universal values which can support the national culture, (2) ceremonial customs Rambu Solo has a close relationship with the formation of character education because in the execution of traditional ceremonies Rambu Solo create a sense of togetherness and caring for others communities, (3) in traditional ceremonies Rambu Solo there are many values that become adhesive for the people Toraja. Implementation of ceremonies Rambu Solo must continue to be preserved. The progress of a nation can not be separated from the role of the generation at all levels of layers and elements of society.

Keywords: values, local wisdom, ceremony rambu solo, character education

Globalization is a challenge for education. Ayatrohaedi (1986) describes the opportunities posed by global integration in the field of education through three main channels: 1) globalization enables learners and nations to operate more effectively in the global economy which is increasingly competitive, 2) globalization makes countries more interdependent economically, socially, and politically, 3) globalization will affect the increasing speed of change in education. Suarez Orozco & Garner (2004) said that "*children growing up today will need to develop agruably more than in any generatioan in human history the higher order, which are increasingli likely to be of very different racial, religious, linguistic, and cultural backgraunds*." Understanding globalization with all its aspects is a strategic step to improve education, in which the current generation need to develop skills and interpersonal skills to learn, to live with other people who tend to be a different race, religion, language, and cultural backgrounds.

Modernization against life eroding impact on the value of the noble culture of our nation. According Joesoef (1982) states that cultural value which is the cornerstone of the nation's character which is important to invest in each individual, so that every individual able to better understand, interpret, and appreciate and realize the importance of cultural values in carrying out any activity of life. Rashid (2013) said that the preservation of local culture and the development of national culture through education both formal or informal, to reactivate all containers and educational activities. Education and culture has a very important role in growing and developing noble values of the nation, which have an impact on the formation of character.

Ethnic diversity and culture has great potential in the construction and development of education. Tilaar (1999) argued that "national education, in the era of reform needs to be formulated an educational vision which is new is to build a human and civil society in Indonesia which has an identity based on national culture". Geertz (1992) "culture is built

of cultures which grow and develop in every ethnic". Cultural diversity is growing and growing in every ethnicity should have recognized its existence and at the same time may be invoked in education.

Toraja people is one of the tribes in Indonesia which still remains maintain customs and culture. Toraja society in life it is bound by the customs system which applies, so that it impact on the existence of traditional ceremonies. One of the traditional ceremony which is still often done in Toraja are *Rambu Solo* ceremony which is an event which is associated with death. According Natsir (2007) reveal "ceremony *Rambu Solo* aims to honor and deliver spirits those who died to the realm of the spirit, along with their ancestors which is housed in ”*Puya*". According Tangdilintin (1975) revealed " *Rambu Solo* ceremony part refinement, as a new person considered actually died, after the whole procession ceremony fulfilled and organized. If not, then the person dies it is only regarded as a sick person or weak, so it remains to be treated as it does when it was still alive, which is laid on the bed and were given food and drink, even the talk ". Noble values which contained in a *Rambu Solo* ceremony such as religious values and the values of society deserves to be preserved.

Integration cultural values in the learning process has significance in the formation of personality learners. According to Hasan (1995) that "the value system which is neglected in the learning process resulting in inequality intellectual emotional learners". Mulyana (2004) revealed that "education is in need planting value because the symptoms of life at the moment which is caused by globalization potentially eroding national identity". In line with Suharjo (2006) explains that "through education in schools is expected to produce the Indonesian human quality". Understanding of the value characteristics of the area to students it is hoped can be a fortress which is resilient in the face of negative effects of global flows is Asean Economic Community (AEC).

Education era to face the Asean Economic Community (AEC) must prepare human resources skilled, sensitive and critical. According Wardiman (2011) says that "the era of globalization human resource demands tough". This along with Seock and Chen Lin (2011) states "the process of globalization will make a number of people to return on their ethnicity, that is a process to seek a self-identity". Adopting cultural values to be transformed in learning serve as a means of restraint in the face of economic pressures we face today and meet the implementation of the ASEAN Economic Community.

One strategy in the face the Asean Economic Community (AEC) in the field of education which instill the concept of local cultural values in learning. According Warsi (2004) "local culture as an effort to build national identity and as selectors (filters) from the influence of foreign culture". Munadi (2010) which says that "the function of education is to preserve social order and values which exist in society and as an agent of social change so as to anticipate the future". Based learning local culture play a role which is very important for construction and the formation of attitudes, mental and moral man.

Instilling values of local culture in the learning process it is very important to do. Gaffar (2004) that "education is not just to grow and develop all aspects of humanity without tied to the value, but the value of it a binder and the influence of the growth process and these developments". Sauri (2010) argues that "values and education are two things which one another, can not be separated, when education likely to be treated as a

vehicle for the transfer of knowledge there has been a propagation value which is at least lead to the values of truth intellectual ". To balance the moral and intellectual needs, the education require values as implementation. The research objective to be achieved is to dig and reviewing information about the preservation of the values of local wisdom ceremonies *Rambu Solo* in an attempt formation character education.

RESEARCH METHODS

This type of research is qualitative using method of ethnographic study. Location of the study conducted in Toraja Regency District Makale. Subjects in this study people who live in District Sanggalangi Toraja regency South Sulawesi. This study using purposive sampling techniques and snowball sampling so the sample size is determined by for consideration of the acquisition of information. Sampling, deemed adequate if it has to at the saturation point. So that data collection from the informant based on the provisions or the saturation of data and information which is given. Data collection techniques in this study are observation, interview, and documentation. Stage Processing and Data Analysis namely: data collection, data reduction, and data presentation.

RESULTS AND DISCUSSION

Rambu Solo Ceremony Toraja Society

Cultural dynamics Toraja strongly influenced by *Aluk Todolo*. "*Aluk*": road, rules, laws, beliefs, religion; "*Todolo*" ancestor. Ancestral religion, ancient religion which believes that the *Puang Matua* (God the Exalted) is the Creator and lowering the "religion", the rules of life for human beings. *Aluk Todolo* into a strap and the foundation of unity Toraja society which is very sturdy. Wherever the Toraja go should always "go back" to his hometown, home *Tongkonan* (traditional house; his ancestor). The series of events funerals *Rambu Solo* is very complicated and it requires no small cost. In Toraja people who died will be buried months after his departure. The family takes time raise funds for the funeral service. The amount of this fund linked to the level of the ceremony and the number of animals that would be sacrificed. In accordance with *Aluk Todolo, Rambu Solo/ Aluk Rampe Matampu'* a series of ceremonies concerning the death and funeral of man. Ceremony held after the noon, the sun began to set showed grief over the death/burial of man. Offerings of this ceremony conducted in west *Tongkonan*. *Rambu Solo 'Aluk Rampe Matampu'* is regarded as the ceremony to enhance a person's death.

According *Aluk Todolo*, is dead a process of changing the status solely from the physical man the world to the human spirit in the supernatural. *Rambu Solo* like the "gate" for the corpse to enter a new realm. More and more animals are sacrificed the higher the degree of the bodies while in *Puya*. *Rambu Solo* as well as ways to offspring to keep glorify the elderly. Progeny will be competing animal sacrifice as much as possible so that the bodies gained a glorious place. *Rambu Solo* for the people of Toraja is one form of filial piety parents and fastener straps friendship in a large family. Although medically is dead, the body is considered "moderate pain" (*To Makula'*) and by family members or neighbors will be treated as people who are sick or in weak condition. This treatment ends when implemented *Rambu Solo* for those concerned by the family or descendants. *Rambu Solo* ceremony in essence is *Meaya*, the move/paraded the bodies from the *Tongkonan*, to *Liang* (grave) which is a cave rock cliffs.

Aluk Todolo confidence, higher (cave rock cliffs) where the body is located, the faster his spirit to get to the nirvana (*Puya*), the spirit world/hereafter, which is in the south the area of Tana Toraja. "The world resting place", where eternity where the ancestors gathered. In this place, the spirit of the deceased will be transformed become spirits roaming (*Bombo*'), ghost-level gods (*To Mebali Puang*), or protective spirits (*Deata*). The realization of the transformation depending on the perfection of the procession *Rambu Solo*. Buffaloes (*Tedong*) and the pigs were sacrificed funeral, property and jewels other is a provision and the main gear which will be used in the supernatural. Before the bodies were buried, first performed the blessing of the bodies and accompanied by the singing of hymns.

If agreed the execution time *Rambu Solo* by the nuclear family, all family members without exception will come to *Tongkonan* by bringing sacrificial animals (buffaloes and pigs) as the co-expression of condolences. More and more animals are sacrificed in *Rambu Solo*, the higher the degree of the person who died when he was in nirvana. Meat of sacrificial animals and distributed by custom to the family and society which participate in *Rambu Solo*. Commonplace if the cost to organize Ceremony *Rambu Solo* is very large ranging from tens of millions to hundreds of millions of rupiah. During the waiting period the implementation *Rambu Solo*, family meetings conducted by the nuclear family to determine the level of ceremony, the number of animals to be sacrificed, as well as the division of tasks every family in *Rambu Solo* ceremony.

Every deliberation should be implemented in tongkonan where the bodies are stored, and cut buffalo each time after deliberation. *Tongkonan* is the center of social life and spiritual Toraja. Therefore, all the family members are required to participate in any form of ritual in *Tongkonan* as a symbol of the unity of their relationship with the family and ancestors.

Traditional ceremonies as a collective ritual has a role in maintaining the collective existence of indigenous peoples. Therefore, as the younger generation are expected to have an awareness on the cultural wealth of their own and are expected to have a sense of morality and ethics which is held in high esteem solidarity and cooperativeness, strengthening of empathy humanity, harmony and tolerance in diversity, and uphold the existence and the natural sustainability of their residence.

Integration of Cultural Values Rambu Solo, in Cultural Geography Lesson

Success or failure of the learning process determined by socio-cultural environment. Thus the learning the necessary conducive atmosphere so that students can learn well. The conducive atmosphere can be created if in accordance with the socio-cultural background of students. This illustrates that social and cultural factors can not be ignored in the learning process. The learning process to be able mengimplemetasikan cultural values Toraja, namely: 1) an attitude of openness which means the mutual opening up in the role of humanitarian, 2) uphold the values of mutual respect among others, did not recognize persecution for others, and even individual issues become a problem together, 3) the spirit of togetherness and mutual cooperation, 4) attitude of mutual help, 5) mutual respect between people, 6) the attitude of love for peace, 7) being honest, and 8) are responsible.

Efforts to implement character education preferably through a holistic approach, which integrates the development of character into every aspect of life, including life on campus. According to Suyanto (2010) refers to the concept of a holistic approach as well as various efforts made by educational institutions, need to be believed that the process of character education must be done in a sustainable manner, so that the moral values which have been embedded in the person of the child not just until the certain educational level or just show up in a family environment alone. In addition, the practices shown moral so as not to seem to be a formality, but it is actually embedded in his soul.

Education culture and national character is one attempt to prevent the degradation of ethical values and morals among adolescents. Success in building the character of students, automatically helping to build the success of the nation's character. The progress of a nation depending on how the character of its people, intelligence capabilities, superiority thinking citizens, synergies leaders, and others. Thus we can conclude that cultural education is important in building morale and national identity.

CONCLUSION

The importance of integrating cultural values *Rambu Solo* in the learning process as a forum for the formation of character or the identity of the student. This concept when used properly in the learning process can be a strong incentive for students to improve academic achievement. Understanding and application of cultural values serves as a filter the era of the Asean Economic Community (AEC). By digging cultural values Toraja Society to be applied in learning is expected to build the character of the nation in every learner.

References

Ayatrohaedi. 1986. *Kepribadian Budaya Bangsa* (*Local Genius*). Jakarta: Pustaka

Doni Koesoema, A. 2010. *Pendidikan karakter*. Jakarta: Grasindo.

Greetz, Clifford. 1992. *Kebudayaan Dan Agama*. Yogyakarta: Kanisius Jaya.

Koentjaraningrat. 1993. *Manusia dan Kebudayaan di Indonesia*. Jakarta: Djambatan.

Mattulada. 1997. *Kebudayaan, Kemanusiaan, dan Lingkungan Hidup*. Makassar: Lembaga Penerbitan Universitas Hasanuddin.

Mulyana, Eddy. 2004. *Metode Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya.

Sarira.Y.A. *1996. Aluk Rambu Solo'' dan Persepsi Orang Kristen Terhadap Rambu Solo''*. Pusbang Gereja Toraja.

Sauri. 2010. *Pengantar Kebudayaan Lingkungan dan Budaya Lokal.* Yogyakarta: Gadja Mada University Press.

Tangdilintin, L.T. 1975. *Upacara Pemakaman Adat Toraja. Tana Toraja*: Yayasan Lepongan Bulan .

Tilaar, HAM, 1999. *Pendidikan, Kebudayaan dan Masyarakat Madani Indonesia.* Bandung: PT. Remaja Rosda Karya.

Warsi. 2004. *Kearifan Lokal Masyarakat dan Pembangunan*. Jakarta: Gramedia.

Zuchdi, Darmiyati, 2009. Pendidikan Karakter: Grand Design dan Nilai-nilai Target. Yogyakarta: UNY Press.

DREAM AND FACT OF EDUCATION IN THE "*3T*" KUPANG

Galang Surya Gemilang
University of PGRI Nusantara Kediri
Email: galangsuryagemilang@yahoo.com

Abstrak: The purpose of this study is to know (1) The dream of education in the "*3T*" Kupang, (2) The fact of education in the "*3T*" Kupang and (3) Wisdom in the improvement of education in the "*3T*" Kupang. This research used the Qualitative approach by phenomenological method. The research location is in Kupang, East Nusa Tenggara. The data of research are including interviews with Putu Agus Indrawan (The 1st generation "*SM-3T*" of 2011) and I Putu Ari Irawan (The 1st generation "*SM-3T*" of 2011). The results of produce of the description show that (1) the dream of education in the "*3T*" Kupang, (2) The fact of education in the "*3T*" Kupang and (3) The Wisdom in the improvment of education in the "*3T*" Kupang.

Keywords: dream, fact, wisdom

Every country must have a dream to education. Dream of education is all a learning experience that takes place in the neighborhood and throughout life. The realization of this dream is a conscious effort made by the family, the community, and the government, through the activities of guidance, teaching, and/or training, which takes place inside and outside of school throughout life, to prepare students to be able to play a role in a variety of environmental right in the future. The dream of education in Indonesia in line with the goals of education in Indonesia is to form a complete Indonesian man who "Pancasila" which is promoted by the development of affection, such as attitudes like to learn, to know how to learn, self-confidence, love of high achievement, have a work ethic, creative and productive and satisfied to be a success to be achieved.

Education has a strategic role to prepare qualified generation for the future. According Anzizhan (2004) used education as a major institution in the effort forming human resources (HR) quality expected of a nation. especially now increasingly felt that human resources (HR) Indonesia is still weak in terms of competitiveness with other nations in the world. Thus, every field of human activity to be achieved to advance, generally associated with how the state of the field in the past. Similarly, education, history of education is comparable to promote education of a nation. Government establish a program to realize the lofty dream that the program "*SM-3T (Sarjana Mendidik Terdepan Terluar Tertinggal*)". The program was realized in 2011 and is still running in the context of equity of education in Indonesia as a manifestation of the dream.

Based on the facts of the results of the pre-field interviews with Putu Agus Indrawan (The 1st generation "*SM-3T*" of 2011) that in Kupang, or more precisely in "*SMPN 2 Amfoang Barat Satu Atap*" was interest in learning the children there is very low. They prefer to work and earn wages rather than learning. In addition, interest in the sport there are very high compared to the interest in learning. The learning facilities such as books and other infrastructure is very less which makes students become lazy learning as well as the lack of knowledge gained. Then, most of the students there is often too late to go to school because before going to school to help their parents to look for firewood even deliver the merchandise to the market. For terms of quantity teachers also have the teacher shortage subjects. Part of teachers rarely get in because the place is too far from the school and especially when it rains which made the road to go to school muddy and difficult to pass

The above line with the results of the pre-field interviews with Putu Ari Irawan (The 1st generation "*SM-3T*" of 2011) that education in Kupang is quite alarming in terms of the school curriculum, school facilities and teachers. Yes it seems not maintained properly and carefully. National and local governments still do not give special treatment to education in Kupang. But I believe the ideals of "*SM-3T*" program is able to help educate the children of Indonesia, especially in kupang although still not optimal.

The second pre-ground facts explained that education in eastern Indonesia, particularly in kupang condition messy in terms of human resources (teachers). The presence of "*SM-3T*" bring fresh air and positively welcomed by all people though theoretically and practically has not been realized to the fullest. Education in kupang like as rag to be washed again to be clean and shiny. That is equalization of education in disadvantaged areas, especially in mussels should be resolved as a means of school infrastructures (books, buildings, tables, chairs, etc.) as well as qualified teachers in terms of both theoretical and practical.

Kupang area of education policy is still not evenly distributed in terms of human resources (teachers), especially for the area "*3T*" Kupang still not thorough about the equalization of teachers. State teachers alarming because there is less teacher recruitment fair and there is still corruption, collusion, and nepotism. In addition, existing teachers when viewed in terms of quality is also of concern because in part still studying in college. Therefore, the need for equitable distribution of human resources (teacher) for education in the area "*3T*" Kupang become more advanced, and not lag of education in the city.

METHOD

This research was conducted with a qualitative approach to the type of empirical phenomenology. Empirical phenomenological approach is a variety of qualitative research focusing on the subjective aspect of behavior, understand the meaning of events and its relation to people who are in that situation. Mappiare (2013) Phenomenology of empirical involves the return to experience earnestly conceived people or subjects, in order to obtain a comprehensive description feelings according to subject experience empirically, as the foundation for structural analysis are reflective of the essence of that experience, and then build the structure of experience subjectivity construct phenomenological psychology theory. FE can also just come to the descriptive interpretive. Involvement in the subject field and appreciation experienced the phenomenon became one of the main characteristics of this research.

The purpose of this study are to know (1) The dream of education in the "*3T*" Kupang, (2) The fact of education in the "*3T*" Kupang and (3) The Wisdom in the improvement of education in the "*3T*" Kupang. The data source is an interview with Putu Agus Indrawan (The 1st generation "*SM-3T*" of 2011) and I Putu Ari Irawan (The 1st generation "*SM-3T*" of 2011). The main techniques in data collection is in-depth interviews. In-depth interviews to two The 1st generation "*SM-3T*" of 2011 who has been teaching in the "*3T*" Kupang, East Nusa Tenggara.

RESULT AND DISCUSSION

The Dreams of Education in The "3T" Kupang

Sarjana Mendidik Terdepan Terluar Tertinggal

Since the beginning of this nation standing, commitment to education has been so great. In the "*UUD 1945*" stated that, ".... to promote the general welfare, educating the nation and ..... ", who then clarified in "*pasal (1) UU No. 20 tahun 2003*" on the National Education System explained that education is a conscious and deliberate effort to achieve learning and the learning process so that learners actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, noble character, and skills needed him, society, nation and state. Various studies in many countries demonstrate the strong relationship between education is a means of human resource development with the level of development of a nation.

Various programs have been implemented by the Government to mobilize the entire community in order to get a proper education service. One of government policy that has been realized and has been running in period of 3 years of "*SM-3T (Sarjana Mendidik Terdepan Terluar Tertinggal*)". Since 2011, the Ministry of Education and Culture through the Directorate General for Higher Education has realized program "Maju Bersama Mencerdaskan Indonesia)". One breakthrough program underdog is "*SM-3T (Sarjana Mendidik Terdepan Terluar Tertinggal*)". Since 2012, "*SM-3T*" has produced more than five thousand graduates educating in the program. These programs contribute to the accelerated development of education in the "*3T*" for one year, as well as a media professional teacher preparation. The "*SM-3T*" run as a short-term solution at the same time long-term. For the long term, MBMI prepare the availability of educators in the "*3T*". The program is pursued through boarding gifted children from the "*3T*" leading universities in Indonesia in the scheme Professional Teacher Education Integrated of 2011.

The results of interviews with Putu Agus Indrawan (The 1st generation "*SM-3T*" of 2011) says that:

> "I am very grateful to the program "*SM-3T*" This is very positive for the renewal of educational innovation in Indonesia. I was placed in Kupang, East Nusa Tenggara. This program helps the region "*3T*" in addressing the problems of teacher education is deficient conditions. It is also preparing prospective teachers to devote himself professionally in the "T3" and prepare prospective teachers before attending the program "*Pendidikan Profesi Guru (PPG*)". (DI.PAI.5-1-2014).

The above statement can be interpreted that the program "*SM-3T*" is dedicated to prospective teachers who have the credibility and accountability of the tersuksesnya equitable distribution of teachers across Indonesia.

Regarding the interview above is also confirmed by I Putu Ari Irawan (The 1st generation "*SM-3T*" of 2011) which states that:

> "This program is initiated and realized by the Ministry of Education and Culture in the acceleration of the development of education in the "*3T*" through "*SM-3T*". This program invites prospective teachers to dedicate and apply their knowledge with passion to improve education in the region "*3T*". In addition, the program also aims to equalize the teacher because the area "*3T*" especially Kupang is still a shortage of qualified teachers ". (DI.IPAI.5-1-2014).

The above statement can be interpreted that the program "*SM-3T*" is designed to improve the quality of education in the region "*3T*" in particular because it is very minimal Kupang renewal and teacher quality remains both theoretically and practically.

In line with the above statement, Supriadi (1998) turned out to be a teacher in our society has proved itself as a problem solver (problem solvers) for many development problems. If the number of teachers in schools is not enough, then there are teachers who will handle it in a way to teach more than one class. If a book is not available, or not enough, the teacher deal with it quickly so that children can still learn.

The above statement can be interpreted that the teacher as a helper for their students while teaching and learning activities. It is the same with teachers "*SM-3T*" as helpers who assist students in the "*3T*" Kupang education reform.

The program is getting a positive reaction to the organization of similar programs that have appeared earlier and got a response that is quite positive of this society has urgency enormous for the people in the area "*3T*" is as well as for scholars themselves to have social sensitivity and a high concern for the advancement of education and the nation. Many areas of the site dedication for the educators who participate in this program, one of which is in East Nusa Tenggara, Kupang district.

The Facts of Education in The "*3T*" Kupang

Uneven Distribution of Teachers

Problematics of education in the "*3T*" Kupang should be of particular concern. The problems that need further study is about the human resources (teachers). Teachers are at the forefront in improving the quality of education, where teachers will direct interaction with learners in the learning in the classroom. Through the process of learning and teaching here it starts to quality education. That is, the overall quality of education starting from the quality of learning undertaken by teachers in the classroom. In quantity, the number of teachers in Indonesia is quite adequate. But in distribution is still uneven. Teachers are true educators are aware of the student enters a period which may not even be imagined by himself. Therefore, instead of ready-made skills that should be imparted to learners. As ready to use whatever skills today will soon be obsolete because of the accelerated pace of progress of science and technology.

The results of interviews with Putu Agus Indrawan (The 1st generation "*SM-3T*" of 2011) says that:

> "Equalization of teachers in the area "*3T*" Kupang still not going well. There is still a shortage of teachers. If this is left without an adequate distribution of teachers, the education in the "*3T*" Kupang will be far behind ". (DI.PAI.5-1-2014).

The above statement can be interpreted that a need for decentralization of teachers in the area "*3T*" Kupang that in the area of education can work well although it should be a long process.

Regarding the interview above is also confirmed by I Putu Ari Irawan (The 1st generation "*SM-3T*" of 2011) which states that:

> "Teachers as one have the support of education. No teacher, the students also can not explore knowledge and insight. Therefore, the Government has been duly put through decentralization in the "*3T*" Kupang in order to create a balance between teacher and student ". (DI.IPAI.5-1-2014).

The above statement can be interpreted that the Guru is like a pillar of solid construction. Guru is a true educator who has an unsung hero. Services of teachers to students is very large to educate students through the exploration of science and the insights of the Master. The Government has time and no delay for the decentralization of teachers so that the draw ratio between teachers and students.

Supriadi (1998) the tendency of teachers to move to their preferred location (in the city, in the place of origin, or place of duty husband if female). Such displacement teacher teacher resulted in a surplus of teachers in the area and other areas.

The above statement can be interpreted that teachers prefer to serve in the place of origin or in areas that are already developed as urban. The Government should give priority to sons of the soil in the area "*3T*" Kupang to provide scholarships for the study and recall if it had been passed to be placed in the "*3T*" Kupang.

Shortage of teachers became one of the problems in education, which until now have not been resolved. Various ways have been done by the government, such as sending scholars to remote areas to become educators. However, sending teachers to various regions does not mean the problem is over.

Low Quality of Teachers

Problematic about the low quality of teachers in the area "*3T*" Kupang also determine the quality of teaching and learning process in schools. Teacher as someone who is so revered because it has contributed greatly to the success of learning in school and also help the development of learners to realize the goal of his life optimally. Interests, talents, abilities, and potential learners will not develop optimally without the help of a teacher. In this regard, the teacher needs to pay attention to individual learners. The teacher's task is not only to teach but also educate, nurture, guide and shape the personality of students in order to prepare and develop the human resources (HR).

The results of interviews with Putu Agus Indrawan (The 1st generation "*SM-3T*" of 2011) says that:

> "The quality of teachers there are very poor in terms of academic. There are also some teachers who have not mengeyam education in college and was hired as a part time teachers. In addition, teachers are also less skilled when teaching and learning process that sometimes makes students confused resulting in optimal learning outcomes". (DI.PAI.5-1-2014).

The above statement can be interpreted that as a professional teacher should have a good quality practical and theoretical qualified according to the field as a teacher proverbial as fields of science for students who are hungry for knowledge.

Regarding the interview above is also confirmed by I Putu Ari Irawan (The 1st generation "*SM-3T*" of 2011) which states that:

> "The quality of teachers is not in terms of teaching-learning process alone but in the formation of character through character education, optimization potential (aptitude and interest), and formation of personality to make human resources a strong and able to develop according to the individual characteristics". (DI.IPAI .5-1-2014).

The above statement can be interpreted that the task of a teacher is very complex because not only take care of learning, but also students grow and develop appropriate developmental tasks.

In harmony with the above statement, Tilaar (2009) training programs must be developed and implemented in the area and is not a bureaucratic center. For more advanced training course is required to prepare the handling of the central government and the types of training programs are required.

The above statement can be interpreted that the training program should be emphasized in the area not only in town, but rightly implemented in areas such as the area "*3T*" Kupang still need training in the context of learning innovations.

The training/seminar/workshop/ is also greatly affect the quality of the theoretical and practical aspects. In terms of theoretical, teachers get the innovation of science and useful reforms. In practical terms, the teacher can immediately put into practice what has been gained after the training. For example, training/seminar on innovation model and learning strategy. Teachers get a renewal of the science of how to mix models and learning strategies by means of a combination or modification. Furthermore, teachers can directly apply at the time of renewal of science teaching and learning activities in schools.

Lack of Appreciation (Material) Against The Teachers

Teachers as unsung heroes that need to be considered by the Government on welfare. Honors that had never been pinned on the chest of a teacher, now is the time pinned. Teachers as the nation's pioneer generation of persistent scorer worthy of the award. Thanks to the services they are the nation's progress as it is today. One form of appreciation they deserve is an award from the government as the authority in the administration of the state. But the award was not yet fully materialized, still in the form of a reasonable commitment to doubtful (questionable). It can be observed from the number of teachers who have a decent life, allowance and benefits for teacher educator functional civil servants who are paid late, as well as different awards for private teachers.

Problematics of the lack of appreciation in the form of material (money) has also become an important issue to be considered. Dikupang many teachers whose salary is not comparable with devotion. This makes the government will carefully carry out the recruitment of teachers in the area "*3T*" Kupang. Accuracy government, both local and national needs to be scaled back in dealing with educational issues which arise. The lack of government austerity be an indicator of a lack of seriousness in handling the matter. For example, the government's commitment to improve the welfare of teachers. In fact, in the "*3T*" Kupang still many teachers who adrift fate.

The results of interviews with Putu Agus Indrawan (The 1st generation "*SM-3T*" of 2011) says that:

> "In the area of "*3T*" Kupang, awards and well-being of teachers is still not evenly distributed. Ironically, there are many teachers who have two jobs to look for additional money to fulfill their daily needs. Nothing outside of school hours working as a motorcycle taxi, scavengers, and selling snacks. This is very worrying because given their salaries are not enough to meet the daily needs as well as needs that are not unexpected ". (DI.PAI.5-1-2014).

The above statement can be interpreted that the teachers there impressed deemed inferior and not professional. Still teaching profession is often considered inappropriate by some people. In other words, do not meet the criteria of the ideal educator. But on the

other hand, they are also costly to make ends meet because of the revenue generated from the teaching profession is not sufficient.

Regarding the interview above is also confirmed by I Putu Ari Irawan (The 1st generation "*SM-3T*" of 2011) which states that:

> "Teachers as unsung heroes who lack appreciation of material terms. Teachers in the "*3T*" Kupang the average income is not enough to meet the daily needs. They mostly complained of the lack of decent salaries and the government's promise to improve respect for teachers is just discourse without justifiable ". (DI.IPAI.5-1-2014).

The above statement can be interpreted that the dedication of teachers is not commensurate with the results of the award he received. Teachers there keadaaanya inadequate and many complain because of the effects of lack of appreciation in the form of material because of the longer life needs increasingly expensive and complex.

Tilaar (2009) Teaching profession must be respected and obtain remuneration in accordance with professionalism. -Buried tombs lay many national heroes heroes filled with stars services. However, the teaching profession which is no less the value of his might not obtain the honors and inadequate salary let alone the place of honor at the tombs of heroes. What an irony if in the past a teacher (*Begawan*) have equal social status of the king.

Supriadi (1998) The level of well-being is a crucial determinant for the performance of teachers in performing their duties.

The above statement can be interpreted that the teacher is entitled appreciated by many people as a respectable profession. Teachers are entitled to appropriate compensation obligations and a hero.

Talking about teachers' welfare was not solely the issue of salaries, but also to the smooth running of the promotion, sense of duty, working conditions, career certainty and interpersonal relationships. During this time, aspects of the welfare of teachers is generally still very far from ideal circumstances.

Lack od Effective Supervision

Supervision related to a series of activities to assist teachers in developing their ability to manage the learning and teaching. Supervision is not merely assess the performance of teachers in making learning and teaching tools, but also help teachers to develop professional skills in the form of both theoretical and practical. Supervision should serve as a facility provider to the changes for teachers as well as with regard to training to improve their skills so that the teacher can make innovation and reform in education.

Problematic in the "*3T*" Kupang on supervision is less effective. Implementation of supervision is still not running optimally such as less run regularly , impressed formalistic (important there without touching the substantial) so less influence on the improvement of teacher quality becomes an urgent problem to be addressed immediately .

The results of interviews with Putu Agus Indrawan (The 1st generation "*SM-3T*" of 2011) says that:

> "Supervision there is only a formality without any accountability report. Supervision should be sustainable because the impact on improving the quality of teachers in conducting instructional innovations. However, in reality there is still not running as expected ". (DI.PAI.5-1-2014).

The above statement can be interpreted that the implementation of supervision still seems a result of the reconstruction of teacher quality. The fact there are still some teachers who have inadequate and poor quality in terms of reforms related to teaching.

Regarding the interview above is also confirmed by I Putu Ari Irawan (The 1st generation "*SM-3T*" of 2011) which states that:

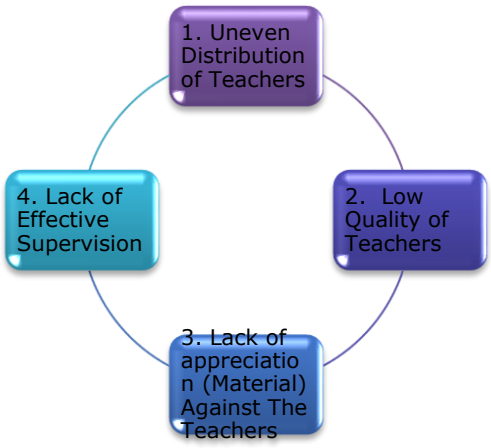
> "Supervision there is still not a well run and supervised only been running without any follow-up. Supervision should have been sustained because every year there must be a renewal in terms of learning. But, the reality is still not running optimally". (DI.IPAI.5-1-2014).

The above statement can be interpreted that the supervision of its implementation can not at any time but must be implemented on an ongoing basis for each year definitely changing innovation in all respects, including learning.

Glickman (1981) supervision as a series of activities to assist teachers in developing their ability to manage the learning process.

The above statement can be interpreted that supervision is not only assess the performance of teachers but to help teachers in developing teaching materials and strategies and models of effective and efficient learning.

Supervision is an aid in the development of learning situations more baik.Rumusan hinted that supervision services covering the whole teaching and learning situation (goal, material, technique, method, teacher, student, an envirovment).



Picture 1.1 The Facts of Education in The "*3T*" Kupang

The Wisdom in Improvment of Education in The "*3T*" Kupang

In the implementation of regional autonomy fundamental changes in education. It is based on the awareness of policy makers that the education sector is a long-term investment in preparing human resources. In addition, the phenomenon of the crisis that hit the nation shows that education was considered not succeeded in preparing a superior human resources, competitive, and faith. Therefore, it is appropriate to do the right policy by organizing paradigm shift from centralized to decentralized education, especially in the area of "*3T*".

Policies in the improvement of education in the "*3T*" Kupang is as follows:

1. Distribution of Teachers Who Balance To Ensure Equal Distribution of Teachers.

A country or region is said to be developed if the human resources (HR) is adequate. HR meant that the teachers. Guru is one of the main components to improve the quality of education. Teachers also determine the success of education that starts from educating the learning process. Teachers like these are still hard to find in the "*3T*" Kupang. Therefore, the need for equitable distribution of teachers to ensure equal distribution of teachers to improve the quality of education in the "*3T*" Kupang.

2. Provide Training/Seminar/Workshop/ To Improve The Quality of Teachers.

Teachers in the "*3T*" Kupang in terms of quality both theoretical and practical. Teachers there still thirst for knowledge to support quality in terms of learning innovation. To that end, the need to conduct training/seminar/workshop there for melatihan teachers and give new insights in learning innovation and its application in teaching and learning activities. The ability of teachers be honed and able to compete with the teachers in urban areas that have been qualified.

3. Provision of A Guarantee in The Form Of Awards (Material) Against The Teacher.

Pernghargaan guarantees deserves to be given to teachers in the area "*3T*" Kupang. The guarantee of a decent life in the form of awards, as well as functional allowance for teachers. The teaching profession is often seen as inferior and inappropriate because the award is very minimal and the government needs to allocate collateral in the form of this award because of the necessities of life is increasing and increasingly complex competition.

4. Implementation of Supervision on An Ongoing Basis.

Implementation of supervision in the area "*3T*" Kupang still a formality. Should supervise the process continuity because certainly the innovations in each case. As there, the implementation of the supervision is done only once without any clear follow-up. Supervision is very important because not only assess the performance of teachers but it has an important role to develop the ability of professionalism for teachers, especially teachers in the "*3T*" Kupang.

In the context of development in the region "*3T*", education should be able to give a good response to the demands of development and the aspirations of the people it serves. This means, that the formulation of education policy should consider developing aspirations in the area. And means in the provision of education in schools, parties with an interest in the school such as parents and the local community, should have access to the formulation of education policy for the benefit of advancing education. The country is no shortage of teachers to make a change, it is necessary seriousness and conformity between dreams, facts, and the wisdom to solve all these problems. Amid limitations, it turns out there is hope across there. It can we reach out as long as we want to strive to achieve it, it initially feels heavy but after that we will be happy to enjoy it.

CONCLUSION

Based on the exposure data and research findings, it can be concluded as follows:

1. The dreams of education in the "*3T*" Kupang is "*SM-3T (Sarjana Mendidik Terdepan Terluar Tertinggal)*".
2. The fact of education in the area "*3T*" Kupang show that (a) Uneven distribution of teachers, (b) Low quality of teachers, (c) Lack of appreciation (material) against the teacher, (d) lack of effective supervision.
3. Policies for the improvement of education in the region "*3T*" Kupang namely (a) Distribution of teachers who balance to ensure equal distribution of teachers, (b) Provide training/seminar/workshop/ to improve the quality of teachers, (c) Provision of a guarantee in the form of awards (material) against the teacher, (d) Implementation of supervision on an ongoing basis. ✍

References

Anzizhan, S. 2004. *Sistem Pengambilan Keputusan Pendidikan*. Jakarta: PT Gramedia.

Glickman, C.D 1981. *Developmental Supervision: Alternative Practices for Helping Teachers*. New York: Holt, Rinehart, and Winston.

Mappiare, A. 2013. *Tipe-tipe Metode Riset Kualitatif Untuk Eksplanasi Sosial Budaya dan Bimbingan Konseling*. Malang: Elang Emas (Anggota IKAPI No:119/JTI/2010) bersama Prodi Bimbingan dan Konseling.

Supriadi, D. 1998. *Mengangkat Citra dan Martabat Guru*. Yogyakarta: Adicita Karya Nusa.

Tilaar H.A.R. 2009. *Membenahi Pendidikan Nasional*. Jakarta: PT Rineka Cipta.

UUD RI. 1945

UU RI. 2003. Nomor 20 tentang *Sistem Pendidikan Nasional*.

TRAINING ON PEER REVIEW: AN EFFORT TO DEVELOP EFL STUDENTS' WRITING SKILLS, COOPERATION AND AUTONOMOUS LEARNING

Jumariati
Lambung Mangkurat of Malang
Email: jumar.fkip@yahoo.com

Abstrak: Peer Review has been the focus of investigation within these years considering its contributions in the field of English as Foreign Language (EFL) writing. Studies have been conducted in order to gain better understanding on the nature of PR. The results of the studies show that PR is fruitful in developing students' skills in writing as students learn from the feedback offered by the peers. However, studies also find that the implementation of PR is not without a risk due to some factors such as the students' lack of competence in providing correct feedback, students' hesitant to receive feedback from their peers, and the issue on practicality (time and energy consumption). Therefore, training on Peer Review is essential to make the feedback delivery effective in improving the students' writing performance. This paper proposes a model of training on Peer Review in EFL writing classrooms with developing students' writing skills as the main goal. In addition, the PR potentials to develop students' skills in cooperation and autonomous learning are also included concerning teachers' efforts to prepare school graduates with the 21st Century skills.

Keywords: training, peer review, EFL writing

Writing is an uneasy task for English as Foreign Language (EFL) learners as they need to pay attention to the aspects of writing concerning the content, organization, vocabulary, spelling, grammar, and mechanics at the same time as they write. It is then obvious that learners need sufficient time to come up with idea to write, to make the draft, and to revise. That is to say that a good writing product is a result of a continuing process of writing. Therefore, teachers need to employ appropriate teaching strategies to facilitate the students during the process to enable them produce a piece of good writing. Among the strategies is by employing Peer Review (PR) as scaffolding in the revision stage. Hyland and Hyland (2006) state that peer review helps students engage in interaction and mutual learning with the peer community. During the PR, they assist each other to develop writing skills and discourse strategies. Even more, PR builds students into autonomous learners as they have the responsibility to evaluate others' writings and their own draft. This leads to the development of the abilities in evaluating drafts which then can be implemented when they evaluate their own drafts.

Studies have been conducted to examine the roles of PR in EFL writing either in secondary or tertiary levels of education (Van Beuningen, De Jong & Kuiken, 2008; Lundstrom & Baker, 2009; Kim, 2010; Moloudi, 2011; Yu & Wu, 2013). The focus of the studies is varied from investigating the effects that PR brings to the students' writing quality, students' attitude towards its implementation, students' writing apprehension regarding the PR, types of feedback which are the most beneficial in improving writing quality, to the impacts of PR on writing proficiency across gender. The investigations involve students from some countries and employ both traditional writing and computer-based writing. The findings of these studies show similarities in the contributions of PR in developing students' writing skills, communication skills, as well as cooperation skills and autonomous learning. However, the studies also point out concerns of PR which lead to the emergence of further related studies.

This paper presents the notion of Peer Review in EFL writing context including the principles, benefits, and limitations. It also proposes a model of training on Peer Review that can contribute to develop EFL students' skills in writing, cooperation, and autonomous learning.

The Principles of Peer Review

Peer Review (PR) also named as peer feedback, peer response, or peer editing is a type of collaborative work between peers to exchange feedback on each other's writing for the need of revisions. Liu and Hansen (2002:1) define peer review as the" use of learners as sources of information and interactants for each other in such a way that learners assume roles and responsibilities normally taken on by a formally trained teacher, tutor, or editor in commenting on and critiquing each other's drafts in both written and oral formats in the process of writing". Meanwhile, Wakabayashi (2008) defines peer review as an activity wherein students work collaboratively to exchange ideas and give both oral and written feedback on one another's writing for revisions. These implies that peer review is an activity of reviewing other's draft and providing valuable feedback either written or oral which is done in pairs or small groups that enable the students to revise and improve their drafts.

The underlying principle of PR is explained by Vygotsky's socio cultural theory (Liu, Lin, Chiu, and Yuan, 2001; Moloudi, 2011) that human mind develops through his interaction with the world around him. Furthermore, they emphasize that learning is not an individual activity but rather a cognitive and social one wherein the focus on learning shifts from individual to the interaction within a social context. In that way, peer interaction is principal to the development of students' learning as it permits students to build knowledge through social interaction (Liu, et al., 2001). They learn some concepts through communicating ideas with the peers which is seen as a constructive way of learning. Consequently, the reviewing process and the negotiation between the writer and the reviewer bring improvement on students' learning development particularly the improvement on their final drafts.

In the implementation of PR in EFL writing, feedback plays a crucial role as it shows the students whether or not their writings perform the expected criteria set by the teachers. Therefore, it is necessary to provide a clear notion of what constitutes feedback in EFL writing contexts. Feedback, as it is defined by Hattie and Timperley (2007:81) is "information provided by an agent regarding some aspects of one's task performance". Moreover, they mentioned the four types of feedback regarding the level it is focused on. There are feedback about a task or product, feedback about the processing of the task, feedback about self-regulation, and feedback about the self as a person. Feedback about the processing and self-regulation are influential in terms of deep processing and mastery of the tasks while feedback about a task is considered powerful when the task is aimed at improving strategy processing or enhancing self-regulation.

Nelson and Schunn (2009) mention two types of feedback: cognitive and affective. Cognitive feedback is given on the content of the work which involves summarizing, specifying and explaining aspects of the drafts under review. Meanwhile, affective feedback focuses on the quality of works and uses affective language like "well written" and "badly written", or uses non-verbal expressions, such as facial expression, gestures

and emotional tones if the peer review session is oral. In line with this, Van Beuningen, et al. (2008:282) point out two kinds of corrective feedback: direct corrective feedback and indirect corrective feedback. They characterize indirect correction feedback as the feedback which consists of only the indication of errors in the students' writing, while the direct correction feedback identifies both the errors and the target form. In a more detailed view, Srichanyachon (2012:10) declares that direct correction feedback is the feedback that is given explicitly through writing the correct forms of the errors while the indirect correction feedback is the feedback given through underlining, circling and coding the errors without providing the correct form of the errors.

The other types of feedback are characterized by its sources: teacher feedback and peer feedback. It is suggested by Maarof, et al. (2011) that teacher feedback is the feedback concerning information on correctness, accuracy, and appropriateness of the students' performance that is offered by the teacher. Meanwhile, peer feedback is defined as the comments given by a student to another student regarding the quality of the peer's draft. Moreover, they suggest that feedback should not be given excessively as it can discourage students from learning. In that way, students learn to evaluate other's writing in terms of writing quality and give feedback to their peer.

In conclusion, there are several types of feedback offered in a PR regarding the feedback forms and sources. Cognitive and affective feedbacks are those feedbacks concerning the aspects of writing that is commented on while direct and indirect are the feedbacks given on the draft by using certain forms of error indications. Meanwhile, feedback can be provided by the teacher and the peer. Either type of the feedbacks affects students' revision on their drafts.

The Benefits of Peer Review

There are some benefits that Peer Review brings both for the reviewer and the student-writer. This paper focuses on three benefits: to develop writing skills, to build collaboration skills, and to establish autonomous learning.

Developing Writing Skills

Peer Review wherein students are engaged in evaluating their peer's writing draft can eventually improve the students' skills in writing. Studies have been conducted to investigate the potential of Peer Review in developing students' skills in writing. An investigation by Lundstrom and Baker (2009) found that PR helped students improve their writing skills as they transferred the skill in reviewing other's draft to their own writing. Their study further suggested that students who were taught to give feedback improved their writing more than the students who were taught to use the review. Meanwhile, an investigation by Liu (2013) revealed that PR contributed to the improvement of students' writing and that the students preferred to have specific feedback from their peers. Another study by Yang and Meng (2013) was conducted to investigate the effect of training on online peer feedback on EFL college students' writing skills. The study which employed peer review training for 3 months revealed that online PR helped students improved their peer's draft while at the same time their own writing skill was also enhanced. After the training, students were more able to detect the errors both local and global. The participants found that the suggestions provided by their more-proficient peers were valuable.

Additionally, Williams (2003) mentions that giving feedback through PR is to teach students the skills to improve their writing and become mindful of what is expected of them as writers. In line with this, Hyland (2003) states that in the context of learning EFL writing, feedback is essential as it provides student-writers audience which sensitizes them to the readers' expectation. Being aware of an audience can motivate them to write better. Similarly, Rollinson (2005) mentions that learning to effectively review others' writing may eventually lead to the formation of better self-reviewers. This is to say that while they are writing, they are aware of the presence of audience which then helps them minimize errors and increase clarity of their writings. Furthermore, he asserts that the informal nature of peer feedback comparing to teacher's feedback can promote the writer to change the draft following the comments offered. This informality is affected by the friendly relationship between the peers which result in less authoritative comments and more interactive negotiation on the feedback.

Another study by Wakabayashi (2008) revealed that PR brings twofold contributions either to the student-writer or the reviewer. The dual benefits of PR are obtained as students receive feedbacks from others while at the same time they perform as feedback providers. By doing so, students gain more insight and better understanding on writing and revision process. Apparently, the activity of PR offers the students a scaffolding to improve writing skills, promote accuracy and clarity, and widen perspectives on the field of writing. These studies show that Peer Review is beneficial for students' learning as students develop better understanding on writing and revision process.

Building Cooperation Skills

Peer Review is also potential to develop students' skills in cooperation which is necessary for the 21st century life. Cooperative learning approach which utilizes PR as one of the learning activities provides students the chance to interact with the peer as they are engaged in the completion of the individual task. Accordingly, it leads students to build interdependence with their peer as they need to give and have the feedback and to promote interactions (Ning, 2011). In the EFL classrooms context, interaction is essential as students can practice using the target language. Even, the nature of cooperative learning offers the chance for the students to achieve equal successful outcome within an equal participation that is reviewing each other's draft. During PR, students communicate ideas, give opinions, offer suggestions for revisions, as well as accept or refuse the suggestions. In order these skills to be in optimal use, both the reviewer and student-writer needs to have communication skills that include listen attentively, give opinions, clarify things, and negotiate. When students have these skills, there is a big possibility that the peer interaction will run smooth. As it is pointed out by Schul (2011), having communication skills is one of the influential factors that determine the success of students' interaction within cooperative learning activities.

It is commonly acknowledged that a classroom consists of students with diverse individual differences and background. These multi differences may affect students' learning and students' interactions as well. Regarding this condition, PR can be utilized to overcome the differences. This is true that in PR students work together to accomplish individual task. This means that PR accommodates the establishment of social relationship and friendship which can break any social barriers among students (Slavin & Cooper, 1999; Banks, 2006). Peer Review builds learning community in which students

work together and establish a sense of society regardless any individual differences. A research by Tsui and Ng (2000) revealed that students with PR activities built a strong cooperative relationship with their peers by helping reviewing the drafts and offering revisions. They learned by listening to their peers and incorporating the suggestions with their knowledge and skills in writing. Consequently, they became more aware on what constitutes good writing and poor writing.

Building Autonomous Learning

The concept of autonomous learning and students' roles in the learning has been the focus of the dynamic teaching approaches as the response. Thanasoulas (2000) mentions that the emergence of learner-centered approach leads to the shift of students' role in which they are expected to assume greater responsibility for their own learning. This is to say that in autonomous learning, students take the responsibility for and control over their learning. In autonomous learning, students take active roles in constructing knowledge and managing their learning rather than simply receiving information imparted by the teacher and reacting to various stimuli given in the teaching and learning activities. Consequently, it is necessary to help students in recognizing learning strategies that they already use or could potentially use to improve their learning autonomously. One of the possible ways to do is by integrating Peer Review during revision stage of writing.

Autonomous learning in language classrooms requires different roles of the teachers compare to the roles of teachers in content classes. In a language classroom, students are facilitated to develop their language skills through interactions. This implies that teachers play role to facilitate, monitor and guide the students in using the language for communicating with their classmates (Benson & Huang, 2008). By playing these roles, teachers establish classroom atmosphere which helps encouraging students to develop learning autonomy. In this sense, developing learning autonomy is a lengthy process which in some part depends on teachers' persistence. Reinders (2010) proposes that teachers need to introduce students the concepts of developing learning autonomy and engage them in activities that may lead to autonomous learning.

Particularly in the context of Peer Review in EFL writing classrooms, learner autonomy is incorporated in the students-centered approach wherein students are given the responsibility to evaluate their peer's draft. They are to judge the quality of their peer's writing following the guidelines their teacher provides. Then, they are also responsible for revising their own draft by incorporating their peer's feedback which is less authoritative than teachers' feedback. Tsui and Ng (2000) found that through PR students built more autonomy in offering and incorporating feedback. Further, the students became more thoughtful in accepting the feedback. Another study by Brill and Hodges (2011) revealed that peer review established students' reflection on their draft and their learning development which apparently built their learning autonomy. Gradually, the responsibilities students have in PR build them as autonomous learners which are essential for both their study and their life after study.

The Limitations of Peer Review

Besides the advantages that PR brings, there are also concerns on its implementation regarding the delivery of the feedback in either oral or written form. Rollinson (2005) specifically mentions the concerns in the implementation of PR in teaching and learning

EFL writing. First, the process is time consuming which involves reading a draft several times, making notes, then either writing the comments or engaging orally with the writer. Even sometimes the discussion on the feedback might be unfocused which may result in time-consuming session. An investigation on the implementation of PR in EFL writing by Moloudi (2011) indicated that the feedback given was not specific so that the discussion between the peers was unfocused. As a result, the discussion consumed much time that the teacher needed to get involved to ensure that the peer could provide appropriate feedback and not waste the time.

Second, students may need to be frequently persuaded on the value of peer feedback because they may not easily accept the idea that their peers are qualified to act as substitutes for the teacher and critique their writing. As it is indicated by Tsui and Ng (2000) in their study that students from certain culture prefer the feedback from teacher than their peer as they believe that only teacher who is capable of and have the authority of giving comments, evaluation or critique. The next concern of implementing PR is that it might be intricate for the teachers to organize each pair regarding teacher's attention that needs to be given to each pair. Furthermore, teachers also need to be aware not to interfere too much with the negotiation between the peers because it can demotivate them in the revising.

Finally, the concern on implementing PR is suggested by a study conducted by Yang and Meng (2013). The study revealed that the peers offered ineffective feedback as the feedback were not adequate. Furthermore, they pointed out that the feedback offered by the peers can be misleading and incorrect although some may be correct. This is due to the fact that peers are not capable of giving adequate feedback. Students with low proficiency level may find it difficult to identify errors and provide feedback for their peer. Their limited knowledge on EFL writing makes them incapable of detecting the errors and suggesting idea for improvement. As a result, students may be hesitated in giving comments and accepting the advice given by their peers. Even they may be defensive in reacting to their peer's feedback.

Training on Peer Review

In order Peer Review to be more significant, training is needed prior to the PR session (Berg, 1999; Min, 2006; Lam, 2010; Moloudi, 2011; Yang & Meng, 2013). The models of training can take various forms with the basic concepts are to introduce students the aspects to be evaluated from a draft and to train them giving constructive feedback which can encourage their peers. The review can be designed to measure some or all aspects of writing: content, organization, grammar, vocabulary, and mechanics depending on the purpose of the review and the students' competency level. Through their study, Lin et al. (2001) proposed that specific peer feedback and critical peer feedback may greatly facilitate the improvement of students' writing skills.

This paper proposes a model of training on PR which hopefully is applicable for EFL students particularly in Indonesian schools and colleges. This is to say that the model is developed by considering the Indonesian students characteristics and need. The training on PR comprises the stages as follows.

1. Modeling stage. In this stage, teachers introduce the concepts of PR which include: (a) the benefits of PR, (b) the aspects of error correction, (c) a model of draft (d) a

demonstration on how to give feedback, and (e) a demonstration on how to use rating scale or scoring rubric. Modeling stage can be conducted in two meetings or more depending on the students' needs.

2. Exploring stage. During the stage, students review their peer's drafts by identifying the errors and content and then providing suggestions to improve the draft. Thus, the main activities in this stage are students exchange drafts, proofread the peer's draft, and discuss the feedback between the writer and the reviewer.
3. Verifying Stage. The stage allows the students for clarifying the content of the feedback through presentations, class conferences, round table discussions, or class exhibitions. This is to invite the class to discuss any problems on the content of the feedback so that the PR can be more effective. However, the clarifying activities should be adjusted with the students' proficiency levels and time allocation.

The model of PR training can be modified in accordance with students' needs, characteristics, and proficiency levels. The model proposed in this paper is only an example that teachers can adapt. In order to make the training effective, some considerations need to be taken into account when teachers plan to conduct PR in their classrooms. First is by considering the students' level of proficiency so that teachers can design friendly-user evaluation sheets or feedback forms. Having appropriate feedback forms will enable students to offer meaningful feedback to their peers and consequently can establish effective PR. Second, time allotment is essential since the nature of PR is time consuming in which students need time to read and review their peer drafts, make some clarifications on the feedback and then revise their own drafts following the feedback. Therefore, the focus of the feedback can be limited on certain aspects only for instance grammar and mechanics. Furthermore, the PR can be guided by using evaluation sheet or feedback form to direct the students to the feedback focus and avoid waste of time. Additionally, teachers need to walk around the class to check that the peers are on the right track of giving feedback. Third, in the beginning of the training teachers let the students to choose their peer that they are more comfortable to work with. Later when they have gained understanding on the concepts of PR teachers can determine the peers. In that way, PR develops students' sense of learning community and breaks any social barriers. Finally, teachers involve the students in setting the rules of PR for instance how many drafts to be reviewed in one semester, how long each review is conducted, what types of feedback to be offered, and what evaluation sheets are needed. By considering these points, the training on PR can effectively develop students' skills in writing, cooperation, and autonomous learning.

CONCLUSION

Regarding the concerns on implementing the Peer Review, training is seen as an important preparation before the peer reviewing sessions as it gives clear notion of the essence of peer feedback. Through trainings, it is expected that students know what to do with their peer's drafts regarding the criteria of scoring provided by the teacher. Furthermore, in the training students will have the chance to practice reviewing model drafts and giving constructive comments on the drafts before they move on with the real review. Having clear notion on the procedures of PR and the potential benefits that it brings, students will be able to participate as it is expected by the teacher. Consequently, the implementation of PR can bring effective results on the writing revisions of the students. ✍

References

Banks, J. A. (2006). Improving Race Relations in Schools: From Theory and Research to Practice. *Journal of Social Issues* 62 (3): 607–614.

Berg, E. C.1999. The Effects of Trained Peer Response on ESL Students' Revision Types and Writing Quality. *Journal of Second Language Writing*, 8(3): 215–241.

Brill, J.M. & Hodges, C.B. 2011. Investigating Peer Review as an Intentional Learning Strategy to Foster Collaborative Knowledge-Building in Students of Instructional Design. International Journal of Teaching and Learning in Higher Education. 23(1): 114-118.

Hattie, J., & Timperley, H.2007. The Power of Feedback. *Review of Educational Research,*77(1): 81–112. Retrieved on October 16, 2014 from http://dx.doi.org/10.3102/003465430298487

Hyland, K. 2003. *Second Language Writing*. New York: Cambridge University Press.

Hyland, K & Hyland, F. 2006. *Feedback in Second Language Writing: Context and Issues.* New York: Cambridge University Press.

Kim, B-G.2010. Collaborative Discussion and Peer Review Activity in Computer-Mediated EFL Writing. *Multimedia-Assisted Language Learning,* 13(2):105-128. Retrieved on October 16, 2014 from http://kmjournal.bada.cc/wp- content/uploads/2013/05/13-2-5Kim.pdf

Lam, R. 2010. A Peer Review Training Workshop: Coaching Students to Give and Evaluate Peer Feedback. *TESL Canada Journal,* 27(2): 114-127.

Lin, S. S. J., Liu, E.Z. F., & Yusan, S. M.2001. Web-based Peer Assessment: Feedback for Students with Various Thinking-styles. *Journal of Computer Assisted Learning*, *17*(4), 420-432.

Liu, E. Z., Lin, S. S., Chiu, C. H., & Yuan, S. M.2001. Web-based Peer Review: The Learner as Both Adapter and Reviewer. *IEEE Transactions on Education*, 44(3): 246-251, retrieved on October 16, 2014 from http://dx.doi.org/10.1109/13.940995.

Liu, J. and Hansen, J. (2002) *Peer Response in Second Language Writing Classrooms*, the University of Michigan Press: Michigan.

Liu, E.Z. 2013. Using Peer Feedback to Improve Learning via Online Peer Assessment. *The Turkish Online Journal of Educational Technology*, 12(1):187-199. Retrieved on October 16, 2014 from http://www.tojet.net/articles/v12i1/12119.pdf

Lundstrom, K and Baker, W. 2009. To Give is Better Than to Receive: The Benefits of Peer Review to the Reviewers' Own Writing. *Journal of Second Language Writing*, 18: 30-43. Retrieved on September 27, 2014 from http://epi.sc.edu/ar/AS_4_files/Lundstrom and Baker.pdf

Maarof, N., Yamat, H. & Li, K.L. 2011. Role of Teacher, Peer and Teacher-Peer Feedback in Enhancing ESL Students' Writing. *World Applied Sciences Journal*, 15 (Innovation and Pedagogy for Lifelong Learning): 29-35. Retrieved on November 11, 2011 from http://idosi.org/wasj/wasj15(IPLL)11/6.pdf

Min, H. T. 2006. The Effects of Trained Peer Review on EFL Students' Revision Types and Writing Quality. *Journal of Second Language Writing*, 15.118-141.

Moloudi, M. 2011. Online and Face-to-face Peer Review: Measures of Implementation in ESL Writing Classes. *Asian EFL Journal*, (Online), 52:4-23. Retrieved on July 15, 2014 from http://www.asian-efl-journal.com

Nelson, M. M., & Schunn, C. D.(2009). The Nature of Feedback: How Different Types of Peer Feedback Affect Writing Performance. *Instructional Science*, 37(4): 375-401. Retrieved on October 16, 2014 from http://dx.doi.org/10.1007/s11251-008-9053-x.

Ning, H. (2011). Adapting cooperative learning in tertiary ELT. *ELT Journal*, 65(1), 60-70.

Reinders, H. 2010. Towards a Classroom Pedagogy for Learner Autonomy: A Framework of Independent Language Learning Skills. *Australian Journal of Teacher Education*, 35(5), 40-55.

Rollinson, P. 2005. Using Peer Feedback in the ESL Writing Class. *ELT Journal*, 59(1): 23-30.

Schul, J.E. (2011): Revisiting an Old Friend: The Practice and Promise of Cooperative Learning for the Twenty-First Century, *The Social Studies*, 102(2): 88-93. http://dx.doi.org/10.1080/00377996.2010.509370

Slavin, R. E., & R. Cooper. (1999). Improving intergroup relations: Lessons learned from cooperative learning progress. *Journal of Social Issues* 55 (4): 647–663.

Srichanyachon, N.2012.Teacher Written Feedback for L2 Learners' Writing Development *Silpakorn University Journal of Social Sciences, Humanities and Arts,* 12(1): 7- 17. Retrieved on October 16, 2014 from http://www.journal.su.ac.th/index.php/suij /article/download/270/284

Thanasoulas, D. 2000. What is Learner Autonomy and How Can It be Fostered? *The Internet TESL Journal, Vol. 6(11)*

Tsui, A. B., & Ng, M.2000. Do Secondary L2 Writers Benefit from Peer Comments? *Journal of kSecond Language Writing*, 9(2): 147-170, retrieved on October 11, 2014 from http://dx.doi.org/10.1016/S1060- 3743(00)00022-9.

Van Beuningen, C.G., De Jong, N. H., & Kuiken, F.2008. The Effect of Direct and Indirect Corrective Feedback on L2 Learners' Written Accuracy. *ITL International Journal of Applied Linguistics*, 156: 279-296. Retrieved on October 16, 2014 from http://dare.uva.nl/document/ 168926)

Williams, J. G.2003. Providing Feedback on ESL Students' Written Assignments. *The Internet TESL Journal*, IX (10). Retrieved on October 16, 2014 from http://iteslj.org/Techniques/Williams-Feedback.html.

Yang, Y-F & Meng, W-T. 2013. The Effect of Online Feedback Training on Students' Text Revision. *Language Learning & Technology*, 17(2): 220–238. Retrieved on November 11, 2014 from http://llt.msu.edu/issues/june2013/yangmeng.pdf

Yu, F.-Y., & Wu, C.-P.2013. Predictive Effects of Online Peer Feedback Types on Performance Quality. *Educational Technology & Society*, *Vol.16 (1)*, 332–341. Retrieved on October 16, 2014 from http://www.ifets.info/journals/16_1/29.pdf

THE ASSESSMENT AND RECOMMENDATION FOR THE PRINCIPAL PREPARATION PROGRAM

M. Ardiansyah
Postgraduate Student at State University of Malang
Email: m.ardiansyah.adpend@gmail.com

Abstrak: This study aimed to describe how the people involved in the principal preparation program give assessment and recommendation to the candidates, the process and the accuracy of the instruments used. Data was collected through interviews, observations, and documentation. Researcher was the key instrument of this study. Data analysis employed the flow model developed by Miles and Huberman which consists of: (1) data redundancy, (2) data presentation, (3) temporary conclusion drawing, verification and (4) final determination. The results of the study indicated that: (1) the assessment was partially conducted between the candidates and the supervisor so that conflicts in giving recommendation was inevitable; (2) subjectivity apparently existed between the candidates and the supervisor due to the "like or dislike" factor; (3) there was an isolation of assessment between the candidates and the supervisor; as a result, political intervention could not be avoided, (4) the aspects to be assessed and the indicators of the assessment were not well-defined so that the assessment was biased and it could not clearly represent the quality of the candidates. Based on these findings, it is advisable for the local government to develop collaborative assessment model for teachers, the principal, and the supervisor by assisting the candidates of the principal and putting them into an internship. The assessment, therefore, can be turned into an objective and a comprehensive one through a procedural and sequential evaluation without any internal or political interventions.

Keywords: assessment, recommendation, principal preparation

As a respect to local autonomy, local government has been entrusted to hold an authority to control any single aspects in society, including education. According to Law No. 32/2004 article (13), authority in education has a relation to the implementation of education and the allocation of human resources as well as the improvement of basic educational services. One form of authorities in education regarding human resources is to create a program to train the educators and all staffs of education, including to recruit principals. The implementation of the program so far has been showing that: (1) the process of recruiting the principals in some areas differs from one another, and (2) the recruitment programs have been violating professional ethics. In this context, the central government has an authority to overcome those two problems by establishing regulations and policies; one of which is Regulation of Minister of National Education (*Permendiknas*) No. 13/2007 on Principals Qualification and *Permendiknas* No. 28/2010 on Appointment of Principal Teachers.

Local autonomy developing recently has become a discourse found in various levels of society. There are some biases coming from the theoretical level and practical level. One of the instances is that local autonomy is only regarded as an effort to help create the local independence (at the level of regency and city), both in managing the financial and controlling its own circumstances. Therefore, it is necessary to rethink about management of education in the area especially in the regency/city. It is true that the implementation of local authority should be in line with the implementation of the autonomy and decentralization of education. The independence in education management should be manifested in the form of how the local government empowers each education aspect by involving participation from government, society, and schools.

One of the recent crucial problems encountered in decentralization of education is to organize the educators and staffs, particularly to appoint principals. At the local government level, a fundamental issue is found in the recruitment stage which still utilizes the bureaucracy approach, meaning that the process of recruiting principals is exactly the same as of recruiting structural officials. This is in contrary to what *Permendiknas* No. 28/2010 suggests. According to the law, local government must held the recruitment program sequentially, but the policy makers still use the old approach (using authority) since they have to adapt to the present condition or situation, the organization culture as well as local wisdom. As a result, it brings impact to the processes and stages in recruiting the principals.

The most important thing in recruiting a principal is the assessment and recommendation part done by the former principals and supervisors because it mostly involves subjectivity. The professionalism and behavior performed by the principals and supervisors as the assessors will affect the recruitment process. One of the aspects that has to be concerned with is the assessment process. A number of interpretations in policy making at the level of local government result in various assessment patterns conducted by different areas in Indonesia. Another influential aspect is the instrument. Until now, there has been no meticulous formulation to evaluate and measure the capability of the principal candidates. A general phenomenon happening at this present is the subjectivity and political aspect involved in the assessment.

METHODS

This study belonged to a qualitative study which employed a descriptive case study or a single case study of which focus and background were developed by the researcher. The researcher, thus, was going to describe the actors, processes, and assessment instruments as well as recommendations made towards the teacher who was prepared to be a future principal in Department of Education and Culture in Makassar.

The data was obtained through interviews, documentations, and direct observations. The researcher conducted the interviews to obtain information related to how the assessment was performed by the principals and supervisors while the process of evaluating the candidates was observed passively which according to Wiyono (2007:78) means that: "observation should be conducted while positioning the role of researcher as a researcher and also the observer". In other words, the researcher has a moderate participation which can help balance his/her role as an insider and outsider, as a participant and an observer. All the researcher activities were transparent. This means that the observation was an integral part of the researcher as a participant. Observation data was recorded using field notes in which events are told chronologically. The researcher used observation guidance made prior to the study to see the interaction between the assessors (principals and supervisors) and the candidates, the assessment process; whether it was conducted publicly or not, and also the instruments; whether they were developed by the assessors or referred to as certain standard according to the policy. To complement the observation and interview data, the researcher also documented the profiles of the assessors, the principal candidates, the instrument guidance and the assessment instruments.

The data was analyzed during and after the study was conducted. The researcher collected as much data as possible from various sources, such as the assessors and also the candidates through interviews, observations, and documentation. According to Miles and Huberman (1992:16-21), steps in analyzing data are data redundancy, data display and conclusion drawing. In drawing a conclusion, the researcher needed to retest the data through triangulation, members check, continuous participation, and examination by colleagues. These three data analysis path belongs to one unit of which process is related to one another and repeated many times during and after the process of collecting the data. Data redundancy is a process undergone by the researcher to choose, subtract, and transform data from field notes, observation, interviews, and documentation into a format provided.

FINDINGS

The Profile of Department of Education and Culture of Makassar

Department of Education and Culture of Makassar has been carrying a mission and tasks in serving and developing sectors in education and culture. The performance of this department has been measured by the Human Development Index which shows a good improvement from year to year. In 2006, The HDI reached the number 76.66 and was significantly raised up in 2010 with 77.41. The number increased in 2012 as 78.08 (*BPS*, 2014). The education sector is one of the important aspects in society in Makassar. Its purpose is to improve the quality of life. The development of macro education sectors can be evaluated through education facilities provided, number of students who go to schools and number of school participation.

As a consequence of the increasing number of people who go to school and of the implementation of 9 years compulsory education, the provision of education facilities should be consistently improved. It has attempted to create education for all levels of society and to achieve the objectives. In the implementation of education by the Department of Education and Culture of Makassar, it is reported that there are 448 elementary schools equipped with 5,747 teachers and 148,179 students, 172 junior high schools with 4,368 teachers and 59,878 students, and 110 senior high schools with 1,589 teachers and 41,738 students. In addition, the Department has been working collaboratively with the Principal's Development Institute of Ministry of Education and Cultural Affairs, the Institute of Education Quality Assurance and other institutes in Makassar to recruit principals. Recently, the department has been conducting the recruitment program transparently in order to provide vast opportunities for teachers who fulfill the academic and leadership qualifications in carrying additional burden as a teacher.

Main Actors of Principals Preparation Program

The observation results on the involvement of the actors in the principals' preparation program show that the government in Makassar did not fully authorize the officials in department of education and culture. They also granted the authority to some related parties such as Regional Employment Board, board of education, and the university. All the actors who got involved in this policy, as stated by the informants through interviews, are coming from the department of education, regional employment board and board of

education. Additionally, based on the idea proposed by the mayor of Makassar, non-governmental organizations will also play a role. It was done to prove that the principals' preparation program was fair and transparent. The involvement of other parties, according to the informants, was intended to serve data accuracy and decision. On the other hand, the supervisors' involvement in formulating policy of the program has not been apparent. This was in line with the observation results which suggest that the role of supervisors was not clearly seen in the coordination meetings when formulating the policy. Furthermore, the documents such as an invitation to meeting and the decrees produced by the team proved the absence of supervisors in the program of policy formulation.

The Process of Evaluating the Principals Candidates

Based on the observations results on the system of assessing the principals candidates in Makassar, it can be said that the process used a cross system in which the candidates were evaluated by the supervisors and later the evaluation would be combined with the evaluation from the Regional Employment Board to assess the candidates integrity and performance as a teacher. Meanwhile, the interviews have depicted that the assessment process was conducted separately by the principals and also the supervisors. The principals often gave a different evaluation from what the supervisors did due to factors to subjectivity such as "like or dislike", political interests, and competitive values. This was triggered by the principals' mindset and behavior which show that they are the people who know everything about the candidates. The situation leads to misevaluating the candidates since there were political interventions performed by the local government.

The Assessment Instruments

In evaluating the principals' candidates, instruments play an important role to measure the ability and potential of the candidates. The results of interviews and observation related to the assessment instruments revealed that the assessors had not been using standardized instruments. This finding was strengthened by analyzing the documents. It was found that the functions and the benefits of the instruments were only limited to an administrative evaluation which is similar to evaluate and measure the performance of civil servants with the indicators: the candidate's (teacher's) presence at school, number of scientific articles published, and the length of work as a teacher. The evaluation was focused on those aspects so that different interpretations were created and opened a possibility that there would be a huge gap in the assessment. Besides, a partial evaluation system would generate diverse perception of each principal and also supervisor.

DISCUSSION

Main Actors of Principals Preparation Program

The roles of supervisors were essential to the program of preparing the principals since the chosen candidates should first obtained the recommendation from the supervisors as stated in *Permendiknas* No. 28/2010. It, however, could not work effectively as it was because there were many interventions by the policy makers in Makassar. Based on the observation results, it was shown that the role of supervisors was not evident in the policy formulation program and it influenced the supervisors' behavior in evaluating the candidates. The disparity between supervisors and principals pictured in

reality was not only limited to their roles and activities in the assessment program but also in education guidance and supervision at schools. This has become one of the reasons of why the supervisors' roles and authorities were not dominant. The bureaucracy behavior and authority in the department of education was directly proportional to the authority possessed by the principals so that there was a tendency that the officials in the department of education listened to and "obeyed" the recommendation given by the principals rather than that given by the supervisors. This is in line with what was proposed by Thompson in Hicks and Gullet (1987:233-234) that the bureaucracy functions are occasionally achieved by one of the values of functions violation. This violation of functions was mostly transformed into a bureaucratic form. It was caused by the difference in evaluation and purpose, by restricting the access to knowledge about motivation, organization process and consequences (intentional and/or unexpected ones) as well as errors and mistakes.

The Process of Evaluating the Principals' Candidates

According to the results of the interview conducted to some informants, the researcher found that the assessment process was conducted separately by the principals and the supervisors. The principals often gave distinguished evaluation, unlike the supervisors did, since it was affected by some factors of subjectivity such as "like or dislike", political interests, and competitive values. This was triggered by the principals' behavior and mindset which showed that they were people who knew everything about the candidates. This situation opened an opportunity for political intervention from local government to take place and resulted in misevaluating the candidates; the evaluation was not based a correct measurement which showed the real condition and capability of the candidates. This finding is similar to the one conducted by Bush and Oduro in 2006 at University of Lincoln England and University of Cape Coat, Ghana entitled *"New principals in Africa:preparation, induction and practice".* This study revealed that the carrier development of teachers and principals candidates was influenced by political interests, races, and gender biased (males roles are more dominant than females'). The finding of the research described the phenomenon of improving the quality of principals in some countries in Africa (e.g. Nigeria, Botswana). The principals were not appointed based on certain criteria on their teaching performance at schools. Most of them had a good teaching experience, but they relied more on political connection rather than their professionalism.

The Assessment Instruments

Based on the findings, it was proven that the instruments used were not standardized. In addition, the document analysis showed that the functions and benefits of the instruments were only limited to administrative assessment which is similar to what has been done to measure the performance of other civil servants of which indicators include the teacher's presence at schools, the number of scientific articles published, and length of work as a teacher. The evaluation was focused on those aspects so that different interpretations were created and opened a possibility that there would be a huge gap in the assessment. Besides, a partial evaluation system would generate diverse perception of each principal and also supervisor. This phenomenon was in line with the concept of assessment instrument suggested by Irby and Brown (2000:120-132) when encountering

a complicated situation and condition to determine appropriate instrument formula. Irby and Brown in the context of professional development attempted to create uniformity in evaluating the principals' candidates through portfolio. The portfolio did not only serve an effective system to prove the performance development of the candidates but also introduce an assessment on skills. This kind of assessment was not only essential to the principals but also teachers who want to train their leadership skills continuously. They can evaluate their own strengths and weaknesses.

The theoretical and practical significance of this study was that the assessment and the recommendation for the future principals can contribute to the implication and development of establishing policy in the principals' preparation program. This can be done through a collaborative model of assessment which is similar to one developed by Konokorn, Pongtorn, and Ngang (2014) from Department of Educational Administration, Faculty of Education, Khon Kaen University, Khon Kaen, Thailand in their research entitled: "*Collaborative Action Professional Development of School Principals".* This research was built on strategic plans and reformation agenda established by the Thailand government as a response to their concerns on the educators' professional development, particularly of the principals. The study was aimed to examine collaborative actions conducted in principals' professional development. The actions involved three parties which consist of people from universities, Department of Education, schools, and society. The results of the research have depicted that principals mostly felt satisfied with the learning process during the educating and training programs. Therefore, they have improved their skills, knowledge and also competency in school management. In conclusion, the research offered an effective collaborative model which is multidimensional. This model includes needs analysis, goal setting, empowerment, independent learning, intensive seminars, action research, and program evaluation. Following is the figure showing the professional development concept of a future principal. This model of collaborative assessment was developed by Konokorn, Pongtorn dan Ngang.

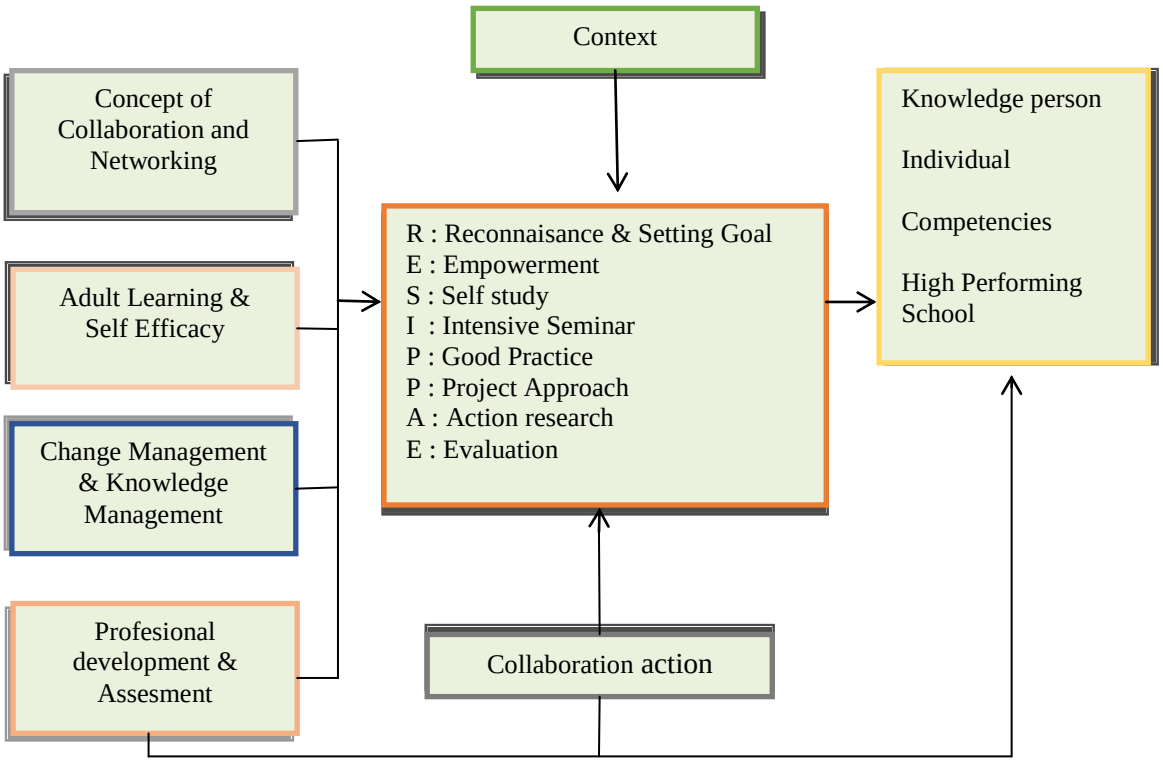


Figure 1: The Framework of Future Principal Professional Development and Assessment
Source: adapted from a research article entitled *Collaborative Action Professional Development of School Principals* by Konokrn, Pongtorn, and Ngang (2014).

CONCLUSION

To conclude, the researcher has underlined some key points as follows. 1) In general, the assessment was done partially by the principals and the supervisors so that there was a contradiction in giving a recommendation; 2) Apparently, the subjectivity was involved in the assessment due to like or dislike factor, emotional attachment, and personal interests of the assessors and the candidates; 3) Since the assessment was conducted separately by the principals and the supervisors, there was an opportunity for the bureaucracy party from the Department of Education to give political intervention; 4) The assessment standard was not clear enough; the criteria and the indicators had not been carefully set so that the measurements was often biased and did not reflect the real condition and behavior of the principals' candidates.

References

Bush.T, Oduro George.K.T. (2006). *New Principals In Africa: Preparation, Induction, and Practice. Journal of Educational Administration* 44 (4): 359-37.

Hicks G. Herbert & Gullet G.Ray, (1987) *Organization: Theory and Behaviour.* New York:Mc Graw Hill,Inc.

Kanokorn, S. P & Ngang T.K. (2014). *Collaborative Action Professional Development of School Principals. International* Journal *Procedia - Social and Behavioral Sciences.*

Lunenburg F.C & Irby B.J. (2006) *The Principalship.* Belmont, USA: Thompson Wadsworth

Miles B.M. & Huberman, A.M., (1992*) Qualitative Data Analysis* (Analisis Data Kualitatif Edisi Terjemahan) Jakarta: Penerbit Universitas Indonesia.

Peraturan Menteri Pendidikan Nasional Nomor 13 (2007). *Standar Kompetensi Kepala Sekolah*. Jakarta: Departmen Pendidikan Nasional R.I

Peraturan Menteri Pendidikan Nasional Nomor 28 (2010). *Penugasan Guru Dalam Jabatan Kepala Sekolah*. Jakarta : Departmen Pendidikan Nasional R.I

Wiyono, B.B., (2006). *Metodologi Penelitian (Pendekatan Kuantitatif, Kualitatif dan Action Research).* Malang: Fakultas Ilmu Pendidikan Universitas Negeri Malang.

Yin, R. K. (1984). *Case study Research: Design and Methods, Applied Social Research Methods Series*, Vol. 5. London: Sage Publications.

JUNIOR HIGH SCHOOL STUDENTS IN REMOTE AREA: LEARN AND HELP PARENT DILEMMA

Nurul Ulfatin
State University of Malang
Email: nurul.ulfatin.fip@um.ac.id

Abstract: More than half of Indonesia's state schools are located in rural areas and some of them in remote areas. The Department of Education and Culture is committed to ensuring that all students, no matter where they live, have access to a range of high quality education and training programs delivered by a well-prepared and professional teaching workforce. Efforts through compulsory basic education program to one roof junior high school (JHS). However, to improve the quality of education services in many remote areas many challenge. A tough challenge is the culture of parents who claim their children to help them to work, while their children have an obligation to learn to school. Through case studies in one roof JHS in a remote area, concluded that students faced with two difficult choices that go to school to learn and help their parents. Both should be executed, so that the learning outcomes in schools can not maximally. Therefore, the task of the teacher is not enough just to teach in schools, but also to change the culture of parents in seeing and perceiving the child.

Key words: junior high school, students, remote areas, learn, help parent

However, improving the quality of education for one roof JHS in remote areas that many obstacles. Barriers can be seen as a challenge because of its many related to external factors. The challenge that is considered the weight comes from the culture and the demands of parents caused by poverty. Poverty is characterized by low economic status of parents make their perception of less considers it important to education, and on the contrary the most important works. This was concluded based on the results of a number of studies showing that improving the quality of education in remote areas face many obstacles and challenges, including: (1) the parents financial and economically weak / poor, (2) social and cultural lack of support, (3) lack of educational facilities, (4) qualified teachers are reluctant to teach in rural areas, (5) the geographic location is difficult to reach, (6) lack of information, and (7) the aspiration towards education is less because of the perception of the community / parents who think education is less important (Atchoarena and Gasperini, 2003; Ulfatin, et al, 2010; VAGO, 2014).

This paper contains a description of the profile of one roof JHS students in remote areas that face challenges in learning. The challenge comes from the many neighborhood parents who have two effects: first the students become dilemma in making decisions priorities between learning and help parents and two teachers are required to make learning appropriate to the needs of students.

RESEARCH METHODOLOGY

This study is qualitative research by case study that refer to Yin (2003). Through study was explore how to sociocultural factors, such as students' background, social interactions, and classroom structures, the environmental impact identity and behavior of students. With a qualitative approach (Berg, 2004), researcher can be revealed portrait of everyday student life, especially showing the customs, values that are believed and perceived in every action. This study starting from a meeting of researcher with a teacher in one roof JHS in a remote area, about 25 km from the city of Malang, East Java, precisely in Karangploso district. Based on an initial interview, it was revealed that all

students in one roof JHS come from economically disadvantaged families, so for their parents to be part of the backbone of the family. An initial meeting with the teacher happens to the early 2013's, then continued with subsequent meetings intensively to principals, teachers, students, parents and the surrounding community.

Through in-depth interviews and observations to participate in the school environment and residence of a student for several months, found a pattern of life that is interesting to discuss. The informant are involving a student in grade 7 as the subject, the family members, especially parents and brother. In addition, teachers and peers are also involved in an attempt to triangulate checking the validity of the data (N = 8). Strengthened by direct observation of the daily life of students when at home and at school, then their profile can be understood more clearly. With interactive analysis, it can be described how students face two choices equal weight, namely on the one hand they have to go to school to learn and on the other hand they must help parents to work.

RESULTS AND DISCUSSION

The following findings are focused on the experiences of a student at home and school environment. The results are organized around two themes. The first theme focuses on the external challenges that must be face a student, including the environmental identity and background at the beginning and after of the study at school are shown in the form of students' everyday. The second theme for describing the role and duties of teachers in the face of these challenges.

Two options in students everyday

How heavy the burden of life should be lived student named Pipit (P). P was 13 years old. At the time of this study, she was in the 7th grade one roof JHS in remote area. Born as the first child of three sisters farm worker families, P become part of the backbone of the family. "Before going to school, I had to take care of and clean the chicken coop", P said in an interview (I. 11.21.2013). P was given the responsibility of keeping the 14 chickens at home. In addition to caring for livestock, P also had to cleaning the home environment and occasionally she help cook rice before going to school. That morning activities undertaken by P. It should help parents work as laborers on the sidelines of his daily duties in school. She attended an average of about 6 hours (a fairly short time for learning activities in schools). Other time (18 hours/a day) is widely used to help their parents, even very little time to play with peers. In an interview P revealed the following:

> ... I have very little time to play with friends. Poor mother, she should "woman," sister while working. I have to help him clean the house, take care of chickens and sometimes cooking. I also helped my father graze in the fields. Before I went to school, my father had already left for rice (mountain slope) to search for cattle fodder grasses belonging to W (neighbors who have wealth). Mother takes care of smaller kids (age 2 years old) before he was invited to a garden on the slopes of the mountain to pluck coffee (also someone else's) (I. 12.14.2013).

P average waking up early in the morning (around 4:00 am). Peliaraan animal care routine tasks had to be carried out the morning before going to school. According to P, the average peers always have the responsibility of keeping livestock. So also their parents always have chickens and / or goats. Some parents take care of cow or buffalo belonging to their richer neighbor villages and living in the not remote area. If the

schedule for school in the morning, usually P goes to school after taking care of livestock. She has go to school through distance of 0-2 km on foot. With road terrain up and down, winding and unpaved, she often comes late at school. The average delay students came at school a quarter to half an hour late from the schedule at 7:00 am, even some students more than an hour late.

From the description above we can say that P (including peers) have a lot to learn at home. Through the hard work that must be done every day at home, she learned a lot affective and psychomotor domains. Even if the references view of Pellegrino (2012), P learned three broad domains: cognitive, affective, and psychomotor 1956 called Bloom's taxonomy of learning objectives. According to Pellegrino, reviews these represent three distinct domains facets of human thinking and build on previous efforts to identify and organize dimensions of human behavior. For example, our intrapersonal domain, like Bloom's affective domain, involves emotions and feelings and includes self-regulation-the ability to manage one's emotions and set and achieve one's goals. Pellegrino said that the measurements it can more specific domains focusing on work-related content.

However, agreed with Pellegrino, that demands to be met by P and peers in the present era, it is not enough if the study on the type of work-related content. We see that reviews these three domains that can be transferred or applied in new situations. This latter dimension of transferable (knowledge) is often referred to in terms of "skills." Therefore, learning to new situations, the school is to be preferred.

Based on observations at school (O.16 / 12/2013), P goes to class at 7:30 am. She and her classmates instantly receive lessons from teachers. Learning in a class scheduled at 7:00 am, but because almost every day there are students who are late, the class begins at 7:30 am. However, the school still calculating load study hours begin at 7:00 am. In conditions of fatigue of having to walk quite a distance to the difficult terrain and are not accustomed to ate breakfast, P receives lessons with the main source of learning is her teacher. In anecdotal record, some P's friends in the class seemed sleepy before breaks at 9:00 am (O.16 / 12/2013). At the break, P and her friends buy food at the school shop. They buy food at school with the kind of food potluck, so it is not enough to fulfill the nutritional needs required.

School lesson ends at 13:00 pm. After the lesson, P goes to home and arrived at 14:00 pm. According to P, she have to cook first to eat lunch at 15:00 pm (I.16 / 12/2013). After that, she wents back to work to help their parents, sorting coffee beans that have been dried in the sun. According to P, peers others generally help parents to graze in the fields to feed livestock, hoeing (for boys), and pick vegetables, coupled with other home activities, such as sweeping, cooking and washing (for girls). That kind of work usually done routinely every day until late in the afternoon, even until nightfall. At night, P do her homeworks that is assigned by the teacher. If there is no assignment of teachers she doesn't learn. Or if there is task of helping parents until late at night, so she doesn't learn. Therefore, teachers are generally always give homework to students, although not all students always done.

From the description that must be done P and peers at home (before and after go to school), that agreed with Pellegrino, they learned a lot affective and psychomotor domains,

Kemmis et al (2014) said learning as an initiation into other practices occurs without any 'teacher' being present: a person simply 'learns' by participating in and often by

reflecting on the practice they are learning. In such cases, the distinction between learning and practising may be blurred: the part we call 'learning' seems rather like an early stage in a progress towards facility in practising this or that particular practice. How the student (P) make choices of two options everyday is illustrated in Figure 1.

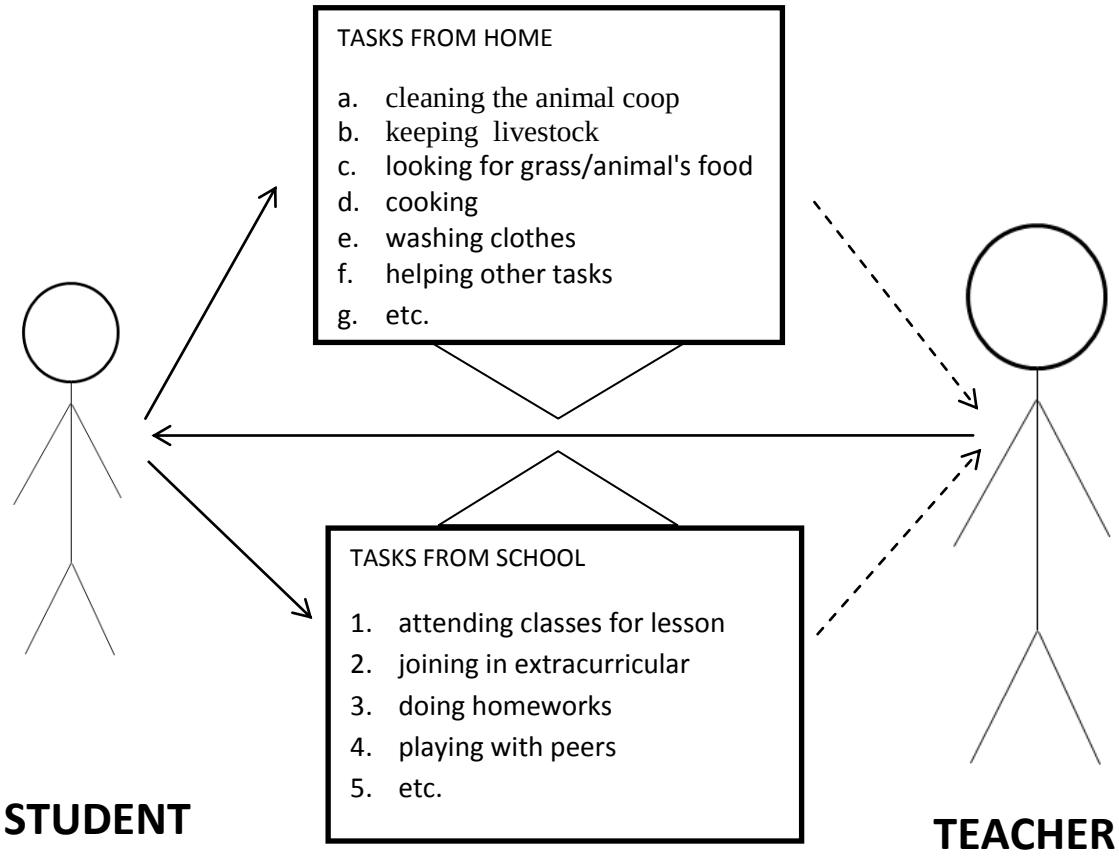


Figure 1 Challenge Dilemma faced by the students that must be attention by teachers

The teacher's role in the face of environmental challenges students

Noting the description of the state of P and her friends in remote areas, teachers in schools should be able to integrated both experience students learned from school and home. Ulfatin et al (2013) mentions that experience students learned from school and home contains a special curriculum-based local content. If the return on the profile P, who is called a good teacher? Referring to the views Pellegrino (2012), a good teacher should be able to make the home environment and the school as a place for learning transfer of knowledge for students. Another case when referring to the school of thought Meier (2013), then the good teachers in this context is the teacher was an extension of a good childhood in the which the young are surrounded by powerful, lively, and interesting experts (for children, adulthood itself qualifies as expertise). Inside the classroom, rarely young people are faced with opportunities to explore options, attend to trade-offs, express opinions, argue over the evidence, weigh priorities, speak persuasively, and persist in tasks and projects that require self-monitoring and collaboration.

The another role and task of teacher who is a motivator that prevents students to not drop out before graduation. This task is very important because the level of truant

students is relatively high, averaging 25% of the total attendance (Ulfatin et al, 2013), and even lead to some students to drop out of school. Student's absences at school generally caused helping parents to work. This happens especially when the harvest season arrives. Another, because they are accustomed to skipping by her parents, although there is no activity that is essential at home. In these circumstances, the teachers visit student's house to encourage them to return to school. If the teacher doesn't visit them, the students will be constantly lazy to go to school, and eventually drop out of school.

CONCLUSION

One roof JHS in remote areas has specificity that needs attention. All students in one roof JHS come from families who can't afford economically. Therefore, students generally become the backbone of the family and do the work with heavy loads every day. In fact, students are adolescence who should receive adequate educations in schools, even the occasional need to play with peers. Those two circumstances make the most out of students not doing both maximally. Therefore, the task of the teacher is to combine the two sources of experience, the experience that comes from the home and experience from school. In addition, another task of the teacher is to motivate students and parents so that students can go to school until graduation JHS.

References

Atchoarena, D. & Gasperini, L. 2003. *Education for Rural Development: Towards New Policy Responses.* Rome, Italy: Food and Agriculture Organization of the United Nations, and United Nations Educational, Scientific and Cultural Organization.Online. Diakses 16 April 2015

Berg, B.L. 2004. *Qualitative Research Methods for The Social Sciences*. Fifth Edition. Boston: Pearson Education, Inc.

Kemmis, S., Wilkinson, J., Growes, C.E., Haedy, I., Grootenboer, P. and Bristol, L. 2014. *Changing Practices, Changing Education*. Singapore: Springer.55-58.

Meier, D. 2013. What Is a Good School? in Phillip Hughes (Ed). *Achieving Quality Education for All, Perspectives from the Asia-Pasific Region and Beyond* . New York: Springer. 21-25.

Pellegrino, J.W. and ML. Hilton (Ed). 2012. *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. Washington, D.C.: National Research Council of the National Academic. 30-31

Ulfatin, N., Mukhadis, A., & Imron, A. 2010. Profil Wajib Belajar 9 Tahun dan Alternatif Pemecahannya. *Jurnal Ilmu Pendidikan*. Volume 17, No.1. February 2010: 36-45.

Ulfatin, N., Mukhadis, A., & Imron, A. 2013. Kurikulum "Jalakar" untuk SMP Satu Atap: Alternatif Pemenuhan Kebutuhan Peserta Didik di Daerah Pedesaan dan Terpencil. *Ilmu Pendidikan: Jurnal Teori dan Praktik Kependidikan.* Volume 40. Number 2. July 2013: 178-193.

VAGO. 2014. *Access to Education for Rural Students.*Victorian Auditor-General's Report. April 2014.

Yin, R.K. 2003.*Case Study Research: Design and Methods*. London: Sage Publication.

WOMEN'S REPRODUCTIVE HEALTH IMPROVEMENT THROUGH UNDERSTANDING PROBLEM SOLVING APPROACH IN AISYIAH SUGIO

Ratna Nurdiana; Yayuk Chayatun Machsunah
STKIP PGRI Lamongan
Email: rnurdiana@ymail.com

Abstract: The purpose of this study were (1) to know the needs of reproductive health information to members of the sub-district Aisyiah Sugio Lamongan district; (2) to increase the understanding of reproductive health Aisyiah members. after counseling with the methods of problem solving. This research method using descriptive qualitative method by using a quasi-experimental design one group pretest-posttest design, while the sample is a member Aisyiah 2015 Sugio districts with a total population of 52 people so this penelitaian using total sampling in determining the number of samples. Based on the discussion as well as data research results, it can be concluded that: (1) Extension of reproductive women with problem solving methods affect the level of understanding of the reproductive health of women members of the District Aisyiah Sugio Lamongan; (2) There is a growing understanding of the female reproductive problem solving methods member Aisyiah

Key words: women's reproductive health, problem solving, aisyiah

Education is the most important and effective way to acquire knowledge about reproductive health, the importance of this information is communicated to women to provide knowledge on various matters related to reproduction, so that women can get the knowledge of that information. According to WHO (2010) states that reproductive health is needed by the community, especially the female population. Survey of the World Health Organization

In Indonesia, reproductive health education has not been done. Reproductive health education is not included in the school curriculum as recommended by WHO, because of a conflict between the Indonesian tradition of globalization deemed westernized appears as the reproductive health education,

Reproduction health is a state of complete physical, mental and social intact in all matters relating to the functions, roles and reproductive system (International Conference on Population and Development, 1994). According to the WHO Reproductive Health is a state of physical, mental and social whole, not just freedom from disease or disability in all aspects related to the reproductive system, its functions and processes. Or a situation where people can enjoy their sexual life and be able to perform the function and reproductive processes in a healthy and safe

Can be broadly grouped four groups of factors which can adversely affect reproductive health, namely: (1) *Socio-economic factors and demographic* (especially poverty, low education levels, and ignorance about sexual development and reproduction, as well as the remote location of residence). (2) *Cultural and environmental factors* (eg, traditional practices have a negative impact on reproductive health, confidence many children a lot of luck, information on reproductive function were confusing children and women because of conflicting with each other, etc.). (3) *Psychological factors* (impact on the cracks of parents in women, depression due to hormonal imbalance, a sense of worthlessness of women to men who bought his freedom in the material, etc.), (4) *Biological factors* (birth defects, defects of the reproductive tract post sexually transmitted diseases, etc.).

Reproductive health care coverage: (1). Counseling and information about family planning (FP); (2) Service pregnancy and childbirth (including: safe abortion services, newborn care / neonatal); (3) Treatment of reproductive tract infections (RTI) and sexually transmitted diseases (STDs), including the prevention of infertility; (4) Counseling and female reproductive health (ARH); (5) counseling, information, education and communication (IEC) on kesproa.

Reproductive health in women is a healthy condition concerning systems, functions and processes of reproduction possessed by healthy wanita.Pengertian here does not merely mean disease-free or free of disability, but also mentally and socially culturally. Women need to be aware of reproductive health in order to have the correct information about the reproductive process and the various factors that are nearby. With the right information, women are expected to have the attitude and behavior are responsible for the reproduction process

Basic knowledge needs to be given to women so that they have a good reproductive health, among others: (1) The introduction of the system, process and function of reproductive organs (aspects of growth and development of women); (2). why women need to mature in age at marriage and how to plan a pregnancy to fit the desires and her partner; (3) Sexually transmitted diseases and HIV / AIDS and its impact on reproductive health conditions; (4) The danger of drugs and alcohol on reproductive health; (5) The impact of social media on sexual behavior; (6) The sexual violence and how to avoid it; (7) floated the ability to Communicate, Including strengthening the confidence to be Able to ward off the negative things; (8) The rights of reproduction. Women's reproductive health issues in Indonesia is not received sufficient attention. There are several possibilities why it happens: (1) Many argue that reproductive health problems, as well as other health problems, is solely a matter for the medical community, while understanding of the reproductive health (especially reproductive health of women) in the medical community itself is also still minimal. Although since the Cairo conference regarding the definition of reproductive health is increasingly clear, the dissemination understanding in the medical community and medical mahawanita seems inadequate; (2) Many people believe that reproductive health problems just limited to approximately poses health problems of pregnancy and childbirth, so it is not considered a problem for women. Moreover, if the definition is limited to those women who are not married. Here frequent inconsistencies between the experts themselves because on one hand they use the term women with an age limit, but on the other side in their next conversation just limited to those who are not married; (3) Many are still mentabukan to discuss the issue of women's reproductive health due to discuss the issue will also mean discuss sex and sex education.

Efforts to improve the understanding of women's reproductive one is to do counseling with a model of problem solving, basically the ultimate goal of learning is to produce women who have knowledge and skills in solving problems encountered in the community, to produce women who have a reliable competencies in problem solving, it would require a series of instructional strategies solving (problem solving). According to Made Wena (2009) argued that solving the problem is seen as a process to find a combination of a number of rules that can be applied in an effort to cope with the new situation, so by applying the learning problem solving or problem-solving women expected after learning theories learned can be used to solve problems, by solving the

problem of women will be further honed his ability to apply the theories learned in the lesson. Before giving the notion of problem solving or problem-solving, first discuss about the issue or problem

According to Polya in Hudojo, (2003), there are two kinds of problems in learning problem solving: (1) The problem of finding, can be theoretical or practical, abstract or concrete, including puzzle. We must search for variables such problems, then try to acquire, produce or construct all kinds of objects that can be used to resolve such problems. The main part of the problem is as follows. (a) What to look for? (b) How is the data that is unknown? (c) How is the condition? (2) Issues to prove is to show that a statement is true or false or not both. We must answer the question: "Is the statement true or false?" The main part of this type of problem is hypothetical and the conclusion of a theorem which must be verified.

Health education is an effort or activity to create change in people's behavior conducive to health. Health education seek people realize and know how interests and how to maintain their health, avoid and prevent things that are detrimental to health, and so on. This activity is called 'health literacy' (health literacy) .Notoatmojo (2003). Furthermore, the public awareness continues to achieve health behaviors (healthy behavior). This means that health is not just to be known and recognized, but also to be practiced in everyday life (healthy lifestyle).

Notoatmodjo (2003) argued, health education has objectives for behavior change. There are several dimensions in behavioral changes, namely: (1) Changes in behavior, behavior that is not healthy to be behavior that corresponds to the value of health. (2). Coaching behavior, aimed at people who have good behavior to be maintained and continued. (3) Development of behavior, mostly for children, aiming to familiarize healthy behaviors early on. Extension is one example of how health education. According Notoatmodjo, counseling including in the form of health education in the predisposing factors, which aims to raise awareness, provide or improve public knowledge. The Law of the Republic of Indonesia No. 23 of 1992 on Health, Article 38 paragraph 1, it is written that "Extension of public health is an activity that is inherent in every activity health efforts.

The purpose of this study were (1) to know the needs of reproductive health information to members of the sub-district Aisyiah Sugio Lamongan district; (2) to increase the understanding of reproductive health Aisyiah members, after counseling with problem solving method

METHOD

This research method is descriptive qualitative by using quasi-experimental design one group pretest-posttest design, while the sample is a member Aisyiah 2015 Sugio districts with a total population of 52 people so this penelitaian using total sampling in determining the number of samples. Data processing is done by scoring. After all the data is obtained, the next step is to analyze the data using statistical methods to test differences in the pretest and posttest to test an improved understanding of reproduction by using software SPSS 20 through the paired t test scores then the data were compared to see the difference between before and after counseling with method problem solving.

RESULTS

The correlation between the results before and after counseling with the methods of problem solving generate a number 0.661 with probability sig. far below 0.05 it indicates that there is an increased understanding of the female reproductive Aisyiah members after counseling with problem solving method, which means there is a very close relationship before and after counseling.

From the data can be seen that the t value is the probability sig -24.933 premises. 0,000 for two-sided test, then the probability figure is 0,000 / 2 = 0.000. because 0,000 is less than 0.025 then ho rejected it means there is an increased understanding of the female reproductive counseling methods of problem solving in the District Aisyiah members Sugio Lamongan

DISCUSSION

From this research we obtain the following results: The test results showed bahaw reabiltias nilia pretest Alpha value of 0.636, ith r value table, the significance of 0.05 to test the amount of data (n) = 52, then can r table at 0.266. Therefore the value of r = 0.636> r table = 0,266 it can be concluded that the data is valid. While the test results reabiltias nilia can posttest shows Alpha value of 0.319, ith r value table, the significance of 0.05 to test the amount of data (n) = 52, then can r table at 0.266. Therefore the value of r = 0.319> r table = 0,266, it can be concluded that the data is valid. So that the data obtained pretest and posttest qualify as research data, and can be resumed at the next process that is hypothesis testing.

The values obtained from both samples, namely before and before the female reproductive counseling with a problem solving method obtained an average value of 35.98 pretest in the scale 10. The extension while after the average value becomes 87.88, it means that there is an increasing average knowledge -rata Aisyiah members with counseling regarding women's reproductive problem solving. Hipotes testing to determine the close relationship that the female reproductive counseling methods in problem solving can be seen that t value is the probability sig -24.933 premises. 0,000 for two-sided test, then the probability figure is 0,000 / 2 = 0.000. because 0,000 is less than 0.025 then ho rejected so that it can be seen that there is an increased understanding of the female reproductive counseling methods of problem solving in the District Aisyiah members Sugio Lamongan

CONCLUSION

Based on the discussion as well as data research results, it can be concluded that: (1) Extension of reproductive women with problem solving methods affect the level of understanding of the reproductive health of women members of the District Aisyiah Sugio Lamongan; (2) There is a growing understanding of the female reproductive problem solving methods member Aisyiah.

References

Herman Hudojo. (2003). *Curriculum Development and Learning Mathematics.* Malang: Faculty UNM International conference Kep endudukan and Development, 1994

Made Wena. (2009). *Contemporary Innovative Learning Strategies.* Jakarta: Earth Script

Ministry of Health of the Republic of Indonesia. 2000. Guidance and training modules adolescent reproductive health education for health workers: a handbook for trainers. Jakarta: MOH.

Notoatmodjo S. 2003. Education and health behaviors. Jakarta: PT Rineka Copyright.

Suharsimi Arikunto. 2003. *Basics Education Evaluation Revised Edition Mold 4*. Jakarta: Earth Literacy.

World Health Organization. 2011 Update for the MDG database: adolescent birth rate [homepage on the Internet]. C2011. [cited 28 October 15]. Available from: ttp: //www.un.org/esa/ population/.

World Health Organization. 2009. Promoting adolescent sexual and reproductive health through schools in low income countries: an information brief [homepage on the Internet]. c2009. [cited 2011 Sept 15]. Available from: http://whqlibdoc.who.int/hq/ 2009/WHO_FCH_CAH_ADH_09.03_eng.pdf

THE DEVELOPMENT OF RORO JONGGRANG LITERATURE STORY BOOKS FOR THE ALTERNATIVE BASIC FOUNDATION TO INTEGRATE THEMATIC INSTRUCTIONAL FOR THE FIRST GRADE OF ELEMANTARY STUDENTS

Ratna Trieka Agustina
State University of Malang
Email:ratna_trieka@yahoo.com

Abstract: Indonesian elemantary school curriculum 2013 states on thematic instructional which should integrate many subjects. The morality education is presented bigger than the knowledge education. The aim of this research is to improve the literature story book for alternative basic foundation to integrate thematic instructional for the first grade of elementary students. The Roro Jonggrang literature story books is developed base on (1) the content area , (2) the language , and (3) the ilustration of the literature story book. The result of the research shows that (1) the content area of the literature story book is very efective to be used to integrate the thematic intructional 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 match with the students mind development makes the students easy to understand the story so that they feel enjoy to study; (3) The ilustration of the book which is designed colourful can optimize the elementary students imagination.

Key words: literature story book, alternative basic foundation, integrated thematic instructional

Basic Education Curriculum 2013 in Indonesia is based on integrated thematic learning by focusing on core competence such as: 1 spiritual, 2 social, 3 knowledge and 4 skill. The subjects are presented integratedly, whole, maningful and natural. Thematic here means all of the learning contents are under one theme by combining or integrating the SBDP contents. The knowledge aspect or core competence 3 has a smaller range compared to the spiritual or sosial aspect. That means the learning process in the school is focused on spiritual and moral aspect rather than the knowledge.

Literature story books are the works that contain values for the building attitude and moral which are effective to build a good character of the students. The books provide a complete, contextual, natural and meaninful language. The students develop their language skills by being involved in the language learned naturally. They don't develop their language skill by being taught about the language. Jonson D Terry and Loise Daphne R (1998) stated that children hetic increase their ability to use language by becoming involved with language.

Based on the books, students can do various language activities such as (1) identifying letters, (2) doing shared reading, (3) writing the most interesting part, (4) playing drama in a fun and interesting way. The story makes it easy for the teacher to create a combination of curriculum content in a thematic and integrated way and develop its moral content for the students' character building. Reading a literature work opens an opportunity for the students to read aesthetically. Cox and Many in Cox 1993 stated that aesthetic reading opens up wolids of possibilities for teaching with literature.

Based on interviews with elementary school teachers in PLPG region 115 in Batu, Malang there was a fact that in providing integrated thematic learning the teachers up to now are only oriented in student book teacher book. Therefore, they need media to make the learning process more creative. The problem is there aren't any literature story books

which are compiled well for the content, which has appropriate language and ilustration for elementary first graders. Hence, a development of a good story book which has appropriate content, language and ilustration for first graders to be used in basis of thematic learning is needed.

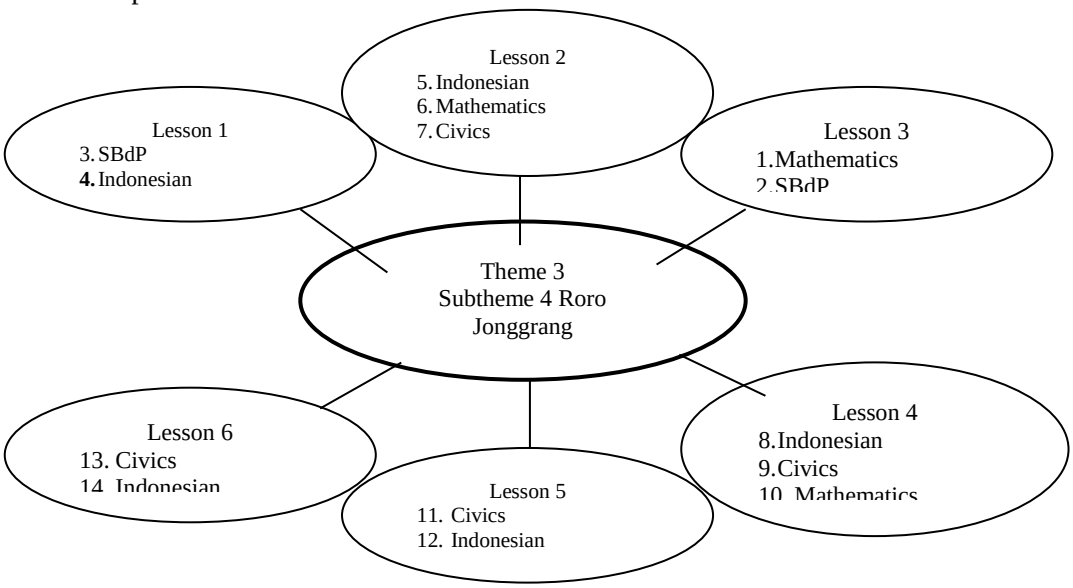
The story book will be used in a form that can be used clasically or which is common with a name "Big Book" with interesting and colorful ilustration pictures appropriate for first graders. The aim of the development of literature story book is focused on describing a literature story to be used for the basis to integrate learning content for first graders. The descriptions include (1) description about the content of the story, (2) description about the language exposure, (3) description about ilustration pictures, and (4) prototipe book.

METHODOLOGY

This development uses qualitative descriptive approach. The approach is used to describe things as follows (1) the description of the story content which is adapted for the development of first graders mental development, (2) the description of the language and (3) the description about ilustration pictures.

Generally, the framework for this research is based on the framework for research and development which is proposed by Borg and Gall (1979), which is (1) need survey (2) planning, (3) early format development, (4) early trial with limited scale, (5) revision based on the result from the early trial, (6) field trial, (7) revision based on the result from the field, (8) field operational trial within bigger scale, (9) final revision based on the result of the field operational trial, (10) completion and distribution. In this development, not all of the steps are apllied because there will be some modifications.

One of the literature story book which is used is Roro Jonggrang which is developed based on the development of first graders from the aspect of content, language and ilustration pictures.



Meanwhile the story of Roro Jonggrang can be used to mix various lessons in theme 3 **"Kegiatanku"** Subtheme 4 **"Kegiatan di Malam Hari"** with two lessons, which are (1)

lesson 1; SBDP and Bahasa Indonesia, (2) lesson 2; Bahasa Indonesia, Mathematics, and PPKN. (3) Lesson 3; Mathematics, and SBDP (4) lesson 4: Bahasa Indonesia, PPKN, Mathematics and PJOK (5) Lesson 6; PPKN and Bahasa Indonesia. The following chart is a mind map of lesson content distribution which is integrated with a basis of literature story of Roro Jonggrang. Next the spread of learning content will be grouped as follows:

Mathematics competence spread (KD) for each of subjects which is integrated by using Roro Jonggrang story is explained as below.

Lesson 1

Bahasa Indonesia content for basic competence 1.1: Accepting the existence of The Only God for the humans creation and languages and also the objects found surrounding us based on Roro Jonggrang story through observation of the pictures in the story. 2.2: Having confidence towards our existence through the use of Bahasa Indonesia and/ local languages which is associated with the story of Bandung Bondowoso who was confident that he could finish the making of Prambanan temple. Basic competence 3.4: Knowing the personal story text about family with the help of teacher or friend in Indonesian written and orally which can be filled in with the vocabularies from local language to help to understand, with indicator to explain the result of observation of the pictures by answering the questions based on the story and 4.4: Delivering story text about family individually in Bahasa Indonesia written and orally by filling in the vocabularies from local languages to help the understanding with indicator telling the content of the pictures which is made orally in front of the friends and teacher which is connected to Roro Jonggrang story within the pictures inside it.

Next the content of SBdP for basic competence 1.1: Feeling the beauty of the nature as one of the signs of God's might, 2.1: Showing confidence to train how to express oneself in processing artwork, basic competence 3.1: Knowing the work and the result of expression artwork with indicator identifying a picture of night sight related to the story of Roro Jonggrang, and basic competence 4.7: Singing kids song and practicing to understand the content of the song, and the indicator is singing the song "Burung Hantu" which can be correlated to the story of Roro Jonggrang which portraits the making of the temple.

Lesson 2

Bahasa Indonesia (Indonesian language) content for basic competence 1.1 Accepting the existence of The Only God with the known Indonesian language as an united language and as a learning tool among the adversity of local languages, basic competence 2.1 Having concern and curiosity about the existence of objects' form and nature through the use of Indonesian and /or the local languages, basic competence 3.1 Being familiar with descriptive text about body parts and senses, forms and nature of objects, as well as day and night events with the assistance of a teacher or a friend in spoken and written Indonesian and local language's vocabularies to help understanding the text context, basic competence 4.1 Observing and writing descriptive text about body parts and senses, forms and nature of objects, as well as day and night events independently in spoken and written Indonesian and some local language's vocabularies to help during presentation. The learning indicator shows good behavior based on the story that relates to Bandung Bondowoso's kind attitudes toward Roro Jonggrang.

Mathematics content for competence 1.1 Acknowledging and living to their religion teachings, 2.2 Having curiosity and interest in mathematics through learning process, 3.1 Knowing basic numbers up to 99 using objects around home, school, or playground with the indicator writing numbers 20-30 which are associated with pictures in the presented story, and 4.1 Analyzing basic numbers up to 99 as a result of addition or subtraction of two other basic numbers with a variety of possible answers to the pairing indicator numbers in the reduction operation associated with the story of the temple made by Bondowoso which were not on target.

Civics content for basic competence 1.1 Acknowledging individual characteristics diversity in religious life as a blessing from The Almighty God in home and school environments, 2.1 Demonstrating honesty, discipline, sense of responsibility, politeness, care, and confidence in interaction with family, friends, and teachers as the embodiment of moral and Pancasila values, 3.2 Being familiar with rules and regulations that apply in everyday life by choosing good attitudes as an indicator based on the picture adjusted in a story regarding to Bondowoso's attitude during a visit to Jonggrang's house, 4.2 Implementing rules at home and school with indicators by practicing good attitudes based on an image that is associated in the story when they were talking, they are facing each othe

Lesson 3

Mathematics content for basic competence 1.1 Acknowledging and living to their religion teachings, 2.2 Having curiosity and interest in mathematics through learning process, 3.2 Knowing the basic numbers up to 99 using objects around the home, school, or playground with indicators connect the dots match with numbers in order so that it forms a shape of an object that is associated with a story which is a picture of a temple, and 4.8 Analyzing basic numbers up to 99 as a result of addition or subtraction of two other basic numbers with a variety of possible answers.

SBdP content for basic competence 1.1 Feeling the beauty of nature as one of the signs of God's power, 2.1 Showing the confidence to practice expressing themselves in the process of artwork, 3.1 Being familiar with the ways and works of art expression, and 4.1 Drawing expression by processing lines, colors and forms based on observations in the neighborhood with the indicator coloring image that is associated with the image of the temple.

Lesson 4

Mathematics content for basic competence 1.1: Acknowledging and living to their religion teachings, 2.3 Obeying rules of addition and subtraction and pay attention to value of tens and units, 3.1 Being familiar with basic numbers up to 99 using objects around the home, school, or playground with indicator by cutting up basic numbers inside the story in picture of temple presented, and 4.1 Analyzing basic numbers up to 99 as a result of addition or subtraction of two other basic numbers with a variety of possible answers to the indicators by solving subtraction problems related to image of the temple in the story.

Indonesian language content for basic competence 1.1 Acknowledging the existence of God the Almighty for the creation of human and diverse linguistic as well as objects in the environment, 2.2 Having confidence in the existence of the body through the utilization of Indonesian and / or the local language, 3.1 Being familiar with descriptive

text about body parts and senses, forms and nature of objects, as well as day and night events with the assistance of a teacher or a friend in spoken and written Indonesian and local language's vocabularies to help understanding the text context with the indicator by singing songs related to the temple inside the story.

Civics content for core competence 1.1: Acknowledging the diversity of individual characteristics as a gift of God Almighty in the home and school environment, 2.3 Demonstrating honesty, discipline, sense of responsibility, politeness, care, and confidence in interaction with family, friends, and teachers as the embodiment of moral and Pancasila values, 3.2 Being familiar with rules and regulations that apply in everyday life at home and school to the indicator by mentioning rules at night properly associated with the story that the activities carried out by Jonggrang during the day and night, and 4.2 Implementing rules at home and school with practice indicators rule at night properly associated with the story that things must be done in everyday life.

P.E content for basic competence 1.1 Respecting body parts and their function as a blessing from God, 2.2 Showing polite behavior to friends and teachers for teaching physical education, 3.4 Knowing the concept of moving in a balanced and fast in order to develop physical fitness through a simple game and or traditional with the indicators that observe the movement in balance and fast in traditional games that are involved in the story that the activities of building the temple through cooperation with balanced and fast movements, and 4.4 Practicing development activities, physical fitness to train balance and speed of the body through a simple game and or traditional. Indicators by movements that require balance and agility through simple game.

Lesson 5

Indonesian content for basic competence 1.2: Acknowledging the existence of God the Almighty for the creation of human and diverse linguistic as well as objects in the environment. 2.2 To be polite and compassionate through the utilization of Indonesian and / or the local language, 3.1 Being familiar with descriptive text about body parts and senses, forms and nature of objects, as well as day and night events with the assistance of a teacher or a friend in spoken and written Indonesian and local language's vocabularies to help understanding the text context.

The indicators are by discussed the night activities attributed in the story, in which Roro Jonggrang felt there was something odd happened at night regarding to her request, and 4.1 Observing and imitating descriptive text about the limbs and senses, form and nature of objects, as well as the events of the day and night independently in Indonesian spoken and written that can be filled with vocabulary areas to assist the presentation with indicator writing activities performed before sleeping while paying attention to the rules of writing letters attributed in the story Jonggrang.

Civics content for basic competence 1.1 Acknowledging the unity in diversity as a gift of God Almighty in home and school environment, 2.4 Showing the behavior of unity in diversity at home and school, 3.3 Getting to know the diversity of individual characteristics at home and in schools with indicators reiterated the applicable rules at home at night that are involved in the story which is Jonggrang's activities at night, and 4.3 Observing and communicating unity in diversity in home and school with indicators reiterated the rules applicable in the home at night linked in the story of rules of cooperation Bondowoso in building the temple.

Lesson 6

Indonesian content for basic competence 1.1 Acknowledging the existence of God the Almighty for the creation of human and diverse linguistic as well as objects in the environment, 2.5 Owning a polite behavior and honest in terms of activities and play in the environment through the utilization of Indonesian and / or the local language, 3.1 Being familiar with descriptive text about the body parts and senses, form and nature of objects, as well as day and night events forms and nature of objects, as well as day and night events with the assistance of a teacher or a friend in spoken and written Indonesian and local language's vocabularies to help understanding the text context with indicators of questions' response based on stories read by teachers with respect to the contents in the story, and 4.1 Observing and imitating descriptive text about the limbs and senses, form and nature of objects, as well as the events of the day and night independently in Indonesian spoken and written that can be filled with vocabulary areas to assist the presentation. The indicator is arranging activities during night-time based on everyday's habit connected to the story from teacher's explanation about rules of activities orders before bedtime.

Civics content for basic competence 1.2 Acknowledging the unity in diversity as a gift of God Almighty in home and school environment, 2.4 Owning a polite behavior and honest in terms of activities and play in the environment through the utilization of Indonesian and / or the local language, 2.4 Demonstrating behavior of unity in diversity at home and school, 3.3 Being familiar with rules and regulations that apply in everyday life at home and school with the associated, 4.2 Knowing the rules and regulations that apply in everyday life at home and school with indicators identifying rules that apply before bed is associated in the story through the teacher's explanation about the regulatory sequence of activities before bedtime.

FINDINGS AND DISCUSSION

The story appropriateness of Roro Jonggrang is exposed concretely with a visual media to make Elementary school students understand the story, in which they are still on the phase of concrete operational development. Piaget (in Desmita, 2009:25) states that cognitive development is happened in four stages: Sensorymotor, pre-operational, concrete operational, and formal operational. A first-grader of primary school is in the stage of concrete operational development. Piaget (in Desmita, 2009:98) stated that the cognitive development of a child aged 7-11 years old which are in primary school age states that in this stage, a kid can think logically about every concrete events happening and classify things based on its shapes.

Literary stories express and do some creations on a language environment. Through a children literature, a student can develop four aspects of language skills, which are reading, writing, listening, and speaking. Primary school age is a creative age for developing language. Robert E Quens (in Triyono dkk, 2012:135) stated that school ages is a highly creative on developing language. The language of literary stories is created in a concrete and comprehensible language to be read by students. Rumidjan (2013: 24) states that a concrete word is a word that can be felt by senses that enables an imagination. Vocabularies uttered which are repeated is aimed at creating a language environment that makes the student easier to recognize those words. The sentence uttered

is following a simple sentence, therefore the meaning can be understood easily. A simple sentence means Subject, verb, and complement.

A storybook is created in a large size with a pictorial illustration which is in accordance with a primary school student's mental development which is interested in colorful illustration. The cover is created with pictures that resemble the story. Roro jonggrang is depicted as a beautiful lady. Sumanto (2011:96) states that illustration means everything functioned to explain, enliving, and beautifying the life of the story, the events, and so forth. A pictorial illustration is a kind of picture that is made for explaining a story, and for make the story clearer, and to attract the readers. Simplifying Roro Jonggrang story which is adapted to the moral and language development of first grade students of primary school is written this way.

CONCLUSION AND SUGGESTION

Content area of literary story that fulfills the elements of map children's stories include elements of plot or storyline , clarity of characterization , exposure of concrete stories , suitability with the maturity level of students' thinking, sharpening social sensitivity, moral and feeling, training students' communication , encouraging children to have a better understanding in the contents of the story and guess or exploration of the content of the story. Those all are very effective to use as alternative base to integrate thematic learning content of 1st grade of elementary students.

The content of literature story contains esthetics that ease teachers to relate to the core competence 1 that is associated with a spiritual aspect by being grateful for God's grace with core competence 2 in the curriculum 2013 that is related to the social and moral values by being honesty in saying , faithful things that have spoken and not being cheating and scheming.

The presented language of literature stories is in accordance with the level of thinking of children, the level of social and emotional development, grammar and spelling accuracy , message understanding , standard term, and the integrity of the meaning that make a complete presented language, also presenting the linguistic environment that is optimal for elementary students . Students have models of good and right language exposure, as well as fun for elementary students.

Literature stories of children with interesting and colorful illustrations, and suitability with the level of growth of primary school children's age are in great demand and able to present a fun learning . Illustration's cover taht describes the story's content can optimize students' imagination and motivate students to think critically and creatively.

It is suggested to the elementary school teachers to (1) not only orientate the learning on using teacher and student's book. (2) be able to have a creation of learning by using fun and interesting base for primary school age students.

References

Desmita. 2009. *Psikologi Perkembangan Peserta Didik, Panduan bagi Orang tua dan Guru dalam Memahami Psikologi Anak Usia SD, SMP, dan SMA.* Bandung: PT Remaja Rosdakarya.

Johnson, Terry D and Daphne R. Louis. 1998. *Literacy thoughh Literature.* Reprint Edition. Thomas Nelson Australia: Heinemann Porsmouth, New Hampshire.

Rumidjan. 2013. *Dasar Keilmuan dan Pembelajaran Sastra Anak SD*. Malang: Fakultas Ilmu Pendidikan Universitas Negeri Malang.

Sumanto. 2011. *Pendidikan Seni Rupa di Sekolah Dasar*. Malang: Fakultas Ilmu Pendidikan, Universitas Negeri Malang.

Triyono. 2012. *Perkembangan Peserta Didik.* Malang: Fakultas Ilmu Pendidikan Universitas Negeri Malang.

THE DEVELOPMENT OF TUTORIAL METHOD BASED ON WEB FACILITATED IN THE LECTURING OF DANCE ART STUDY OF PRIMARY SCHOOL LEVEL

Retno Tri Wulandari
State University of Malang
Email:retno_um@yahoo.co.id

Abstract: Tutorial methode based web facilitated is a Development product of Art Dance study for Primary school, in which by using conventional methode through directly lecturing. This research has strong purpose to recognize the lecturers and stucents need face on the tutorial methode web facilitated for thew study of Art Dance in Primary School Level. Not only that, but it also be used to make trial and error effectivity through the using of tutorial methode web facilitated for primary school level. This Quantity research, by Research and Development. The model development that has been used is an adaptation model of Dick and Carey (1990). The research has done by limited experiment. The data is taken by dealing the interview, research, observation and the result study. The data analyzing for effectivity methode as statistical analyze t. The data analyze and discussion can be resumed in importance points. *The first*, the analyzing needs preface about the study of Primary Art Dance with the tutorial methode web based facilitated : it is crucial needed for developing Art Dance study,which can increase the students creativity, the chance of Independent learners and enlarge the students knowledgement. *The second*, the development result, such as : web study of Art Dance Primary school with tutorial methode, lecturers handbook and university students guidance book. *The third*, The research result shows the differences of the significance result study between Controllers group and Experiment, so it can be resumed that the web facilitated of this study proofed a valid and effective to increase the university students result study, especilly Bachelor Degree of The Education of Primary School Teachers.

Key words: *tutorial methode, web facilitated, the study of dance art for primary school*

The S1 Educational courses of Elementary School Teacher (PGSD) State University of Malang are aimed to deliver graduate teachers of Elementary School which is competent. Mastering all fields of study needed as an Elemntary School teacher, including art. S1 student of PGSD competence is supported by the presence of the compulsory subject, one of them is the subject of the expertise work of art, which includes the subject of learning the art of dance for Elementary School. The prospective teachers will be educated to be able to give the knowledge about art, based on the nature of the art's function in Elementary School.

On KTSP curriculum of Art and Culture is also mentioned that at the minimum level the classroom teacher gives one branch of art which is adapted based on the background of the school. S1 of PGSD institution is aimed to publish a classroom teacher instead of teacher of a certain subject. It means that there is no demand that the art teacher has to master all branch of art and teach it to the students, while the basic competency courses that must be met by the S1 student of PGSD is mastering the basic substance and methodology of art science that support the learning process of the art of dance in Elementary School. The college student is forced to master the theory and the practice in the art of dance. It is considered to make a gap between the goals of PGSD institution as an institution which published an Elemntary School teacher with the goal of subject. The goal of learning the art of dance subject is based on the mission of KSDP department State University of Malang, to supply the PGSD student with all field of expertise so that they are really competence. S1 graduates of PGSD, State University of Malang, are

expected to be able to full fill the school's need with any backgrounds, so that they are ready to be placed everywhere.

The proportion aspect of the teacher's number and the amount of the college students, at least the amount of the art of dance teacher can encourage the institution and the lecturer for always making an innovation to develop the more effective and efficient learning. The effective and efficient learning is hoped to give provision for the college students to full fill the needs in the reality with the demands of the profession that must be filled, including becoming the art teacher. One of the solutions is by the dance lecture of Elementary School with web-based learning innovation.

Based on the researcher's experience as a lecture of learning the art of dance subject in Elementary School, also in a preliminary study of lectures by observing and interviewing the college students who have joined the lecture, many obstacles were found in the learning process. Some of the obstacles are less variation method that is used by the lecturer, less of direct experience in exploring the dance movement, the limited time in doing the practice, the lack of instructional media, such as the dance viceo for Elemntary School and also the dance costume.

The selection of the teaching method that has been used less support the characteristics of the subject and also the college student's need. The demands of teacher's professionalism must be innovated in the learning process and must be adapted to the changing times. The obstacles that are met during the learning process caused the quality of the lerarning and the results of the college students are not optimal.

In the beginning of the survey done by the researcher to the implementation of the lectures shows that the learning of the dance of art-drama in Elemntary School that is given as a subject in S1 of PGSD still uses the conventional menthod. The learning process is dominated by the lecturer, which plays the role as the only source of the study, or *teacher oriented*. The condition of the learning the art of dance subject in Elementary School is done by face to face 50% of the material delivery is done by using *verbal* method, where the lecturer teach in the class and give the material to be learned by the college student. Using the personal computer hardware in presenting the material through LCD as the learning media so that the material is in the lecturer himself. The learning of art of dance in Elementary School has not directed to the use Information technology and Communication (TIK).

On the aspect of determining the lecture's time allocation, the time provided is not balanced compare to the basic competence and the amount of learning experiences that must be achieved. It caused the amount of material is not balanced to the time of lectures, so that the level of creativity in the dance of art tend to lessen, it is proven by the result of the achievement on the college student's grade in one of the lecture indicator that is analyzing and performing the dance of art with the substance of the work study dance, especially in making dance movement for Elementary School's student shows only 15% gets A, 55% gets B, 30% gets C.

Based on the preliminary observation that is done by the researcher also revealed another factor that also caused the less effective of the learning process, such as the condition of the big classes in PGSD lectures. The amount of the lecturers is two and the amount of the college students is 234. The ratio between the lecturer and the college students is 1:117, so that it can be conluded that the amount of the lecturer compared to

the amount of the college students is not qualify for learning. The development of learning method must be done from the convenyional one to the modern one using TIK, that is by exploiting the computer network infrastructure that exist in the institution. The learning problems are also seen in the limitation of the media and the supporting facilities. The hand-book, the source of the study just like picture and video are still limited.

The weakness of the conventional learning method can be solved by the availability of the web-based faciliated learning, according to Panen (2007), that " the utilization of web in the learning process is for helping in increasing the mastery of teaching materials which can not be filled in the face to face process."

TIK based learning is by exploiting web begin to be developed. There are many advantages that we get by using web as the learning complement, as stated in the same study. Harmanto (2002), in his study about the development of learning in the subject of study methodology using web, stated that the superiority of web in learning are: (1) web can be accessed by many people in the same time, (2) if it is beingonlined so we can accessed it anytime, (3) if we get difficulty we can ask other college students or to the lecturer bys ending e-mail, (4) *web* is *multitasking*, means that the ablity from the operational system to run more than one program in the same time, (5) it can be used for individual learning, depend on the speed of the learner, (6) web can be mixed with other program, (7) it can be used for distance learning.

The development of *web facilitated* learning can overcome the time limitation by adding the extra time outside the lectura time, college student can Access the leraning material through web, which include text, picture, audio and video. The function of using this tutorial method with web faciliated based is as the complement of leraning process, so that the lectures become more effective. At the end, the conventional method is only used in giving assignment, and the college student can see directly the presentation of the lecture's theory that has been packed up in the web form.

Based on the above description, so the researcher is aimed to, (1) Develop the web-faciliated based tutorial method in the subject of learning the dance of art in Elementary School, based on the analysis of the needs of lecturer and college student. (2) Doing the trial in the efectivity of using the web-faciliated based tutorial method in the subject of learning the dance of art in Elementary School.

RESEARCH METHOD

This is a qualitative study using the Research and Development method adapted from Dick and Carey model (1990). The development is consists of nine steps, they are: (1) identifying of the learning goal, (2) analyzing the learning process, (3) analyzing the people and surrounding, (4) formulating the specific goal, (5) developing the assessment instrument, (6) developing the learning strategy, (7) developing the learning material, (8) planning and developing the formative evaluation, (9) revesing the learning process.

The development phase begins by analyzing the needs of lecturer and the college student towards the web-faciliated based tutorial method in the subject of learning the dance of art in Elementary School. The subject for the trial is the S1 student of PGSD in State University of Malang. The data collection is done by doing interview, observation,

questionnaire, and achievement test. The data analysis technique is using t test, to find out the efectivity of development product using SPSS 13 program.

RESULT AND DISCUSSION

The result of the product development includes the learning web, lecturer's guide book, and college student hand-book. Based on the analysis of the needs, so it can be concluded that the development in a method of learning the dance of art subject for Elementary School that can increase the college student's creativity, increase the opportubity to learn independly with the information technology, and the importance of a learning method that can increase the result of the study especially in the dance of art method is needed.

The result of the research by the material expert, learning technology expert, trial done by a lecturer of the subject the learning of the dance of art in Elementary School and the college student, testing in a small group of college student, and limited test in reality shows that from the product aspect it includes in a good category and very good to be applied, and it can increase the result of the learning process. It is shown by the average of the learning result using the web-faciliated based tutorial method is higher compare to the result of learning using the conventional method. The effectivity trial of this web-faciliated based tutorial method is done to the cognitive learning outcome data and performance. Form the cognitive data the score that obtained from t_{hitung} is 4,585 with the significance is 0,000. Whereas, from the data learning outcome performance, the score that obtained from t_{hitung} is 9,997 with the significance is 0,000. Becaused the significance of t_{hitung} is 0,000 means that it less than 0,05 (sig < 0,05) it means that there is a different mean in the cognitive learning outcome data and performance between the control group and the experiment. Based on the description, it can be concluded that web-faciliated method in the learning of the dance of art in Elementary School is effective enough to increase the college student of PGSD's result of study. Therefore the web-faciliated based tutorial method is valid and effective to be used in learning the dance of art for Elementary School.

The application development of the product in experiment class can increase the college student activity in learning compare to the control class. The web-faciliated tutorial method for learning the dance of art in Elementary School can be concluded feasible to be used in the lecture. The college student's responses to the application development product are as follow: interesting, it is not boring and the impact is, it can give motivation and a pleasant feeling towards learning so that the college student is willing to use the web in the same kind of learning for the next material of the dance of art subject for Elementary School.

The study of the product development is explained as follow:

Learning-web: Web-based Programing Teaching Material Map

The material in web- based learning is adjusted to web-based teaching material. The mapping program is usually known as syllabus in the face to face learning system. The mapping program is the processof mapping the components in the web-based instructional material and strategy/ procedure that will be used to achieve the learning competency that is expected (Panen, 2007). The mapping program of the learning

material in web-based for the learning of the dance of art in Elementary School is divided in the description as follow 1) the subject name, 2) the subject description, 3) competency standard, 4) basic competency, 5) indicators.

The competency standard of the subject is mastering the substance and methodology the baic science of art that support the dance of art learning process in SD/ MI, with the basic competence analyzing and performing dance work of art. The learning indicators that must be mastered by the collge student after using web are: 1) college students are able to explain the dance composition's element, 2) college students are able to review the steps in works of art, 3) college students are able to review the characteristics of work of art for Elementary School, 4) college students are able to create dance movement for Elementary School students.

Activity Matrix Tutorial (MAT), Material and Evaluation

Activity Matrix Tutorial (MAT) is learning design that uses tutorial method. In the face to face lecture system, MAT usually known as RPP. Web-based learning for work of art learning material is done in four meetings.MAT describes clearly how the process of work of art learning material in every meeting is happened, the learning process sequence, the method that is used, interaction between lecturer and college student, college student's activity and task, learning material that is used, even the test item is included to measure the basic competencies in the achievement of the objectives of the meeting.

The material in the web-based learning of the dance of art is limited on the activities artistic creations, the exact is with the basic competent that is analyzing and performing a dance. The material selection is adjusted to the map program courses. The material is devided into three categories, they are: (1) The basic movement of the art of dance, this material is added as the effort of development, to give easiness to the college student in understanding and practicing the creativity process in composing the dance of art, (2) Composision, is divided into (a) element and (b) composition phase, (3) The characteristic of the dance of art in Elementary School's student, it is divided also into (a) high class, and (b) low class.

The evaluation in the web-based learning is done by using written test in the form of multiple choice and also performance assessment. Multiple choice tests which is developed into 45 test items and it is based on the material limitation that is used in web-based learning in the dance of art for Elementary School. The material limitation that is used include in the basic movement of the dance of art material, composition and dance of art characteristics. The result of the test is used to measure the level of cognitive ability the college student to the learning material in the website. The performance assessment is developed by using five essay ietm with the score range is 5, to measure the psychomotor ability of the college student in creating the basic dance movement that is suitable with the Elementary School student's characteristic.

Kind of web-based learning that developed is web-faciliated, this is because the learning of dance of art in Elementary School subject still uses conventional learning method that must be done by meeting directly in the class to give the art experience directly from lecturer to the college student. The development of web-based learning product to complete the existing method, it means that the web-based facilitated tutorial is

the supporting facility in the lecture. In accordance with the definition of web facilitated by Panen (2007) which confirm that the utilization of web categorized in facilitated in the teaching and learning process is to help the increasing of mastery in teaching material that can not be achieved during the face to face process.

The learning based on web facilitated that developed focus on the definitions of teaching material based on web, is the learning category web with percentage of 1 – 29% , so this web can be use as the complement of learning in the class. Based on the description, from electronic learning that said by Siahaan that divide this function of electronic learning based on web to the learning activity in the class (classroom instruction) become supplement, complement, or substitution. The implementation from function theory of web learning, so the alternative of tutorial method based on web facilitated that can be developed in learning of Art Dance for Elementary School is the function of complement from the material that has been learnt by using conventional method.

The method that applied in teaching learning of dance art in Elementary School also on category of web enhanced course, based on Nurhakim (2007), said that internet can be used as the additional facilities to improve the quality of teaching learning in the class. It can conclude, that web facilitated in improving teaching learning as the complement of it.

At the developing of website learning, the researcher used software joomla. The researcher choose this, because joomla is a free software that can be used to make a simplest web to complicated style. It can modify, delete and add script on the software, with noted the creator and agree the role. The best software is also make the lecturer easy in doing it. Because the lecturer beside as the instructor also as administrator website. Web facilitated facilities in learning of Dance Art in Elementary School consists of material, downloading material, photo gallery, guest book, and exercises.

Tutorial method based on web faciliatated especially for Dance Art, that served not only texts but also pictures, animations, video, audio with hypermedia method, as Hermanto said hypermedia is not only has relationship between texts, but also pictures, voices, or other data files that can be saved on computer.

Tutorial method that based on web facilitated is used for teaching the material of art creation consists of action tutorial, and base action of dances composition of element tutorial in Elementary School. By using this method, the students can learn the process of art creation step by step, so that they can develop the expression and give art knowledge of dance from the basic until full art creation based on the characteristic of the students of elementary school.

Jazuli (2007) said that an creation activity, student get the experience to create and serve or produce the art creation. In line with that, the main idea is on web learning focused to the experience of art for the students of S1 PGSD. Its materials is education dance, as the Ruth Murray said four categories of Art Experience for the students of Elementary School are: 1) creative action and action skills, 2) ritmic skills, 3) dance developing in individual and group, 4) dance learning, song games and traditional dances.

Tutorial method based on web facilitated can be used to study independently . So that, they can learn it deeply and discuss in the class. Munir said, study independently is the process of learning that based on their ideas, wants, and hopes. Based on the Y Miarso (2005) opinion, about the step of tutorial learning so, tutorial method based on web

facilitated developed by giving a chance in the students of S1 to choose the material on the web learning of Art Dance for Elementary School. It looks on visual of menu bar that consist of sub of material that can be choosen by them. So, it can improve their motivation independently without the lecturer. The material that consist of sub of material that can be used by them. Their free of choice come from hyperlink facilities on the web facilitated.

Tutorial method based on web facilitated give many advantages for the students and the lecturers. That is they can develop their flexibility on learning optimally. They can download/ access the material all time, more and more. The second is, they will be easy to consult with the lecturer anytime by web learning. Its different with conventional class, that the students and lecturer must have plasce and certain time.

For the lecturer, are on packing, explaining, and exploring the material based on the future, also it gives feedback easily to the students of S1 creation directly. Web learning effectiveness and efficiency is determined by the ability of lecturer and students who use, as well as the readiness of students who are taught.

The Lecturer Instruction Book

The lecturer instruction book is the instruction book that used for the lecturers in using software learning that is website. They are administrator and instructur that maintain website and prepare the material on the website learning so that it can be used for the students of S1 in teaching learning process. This book consist of: 1) Lecturing Description, 2) Teaching Material Program Map based on Web Facilitated, 3) Instruction of Program Installing, 4) Instruction of lecturer operational that is program facility display.

Based on validation result generally, from the experts and lecturer, showed that the product of the lecturer instruction book is good and efficient used for the lecturer instrument in using software learning on website to develop the learning of Dance Art on PGSD. Based on the result of product, it has some revision are 1) add the description of lecturing that explained about identity of lecturing that using of developing web learning, 2) revise the mistakes on typing in the instruction book.

The instruction book is one of the learning program that is important for the lecturers as the instruction of learning to reach the learning goals of Dance Arts Creations on online media. As Gunter said that teacher's preparation in arranging of good learning will help to reach the learning goals effectively.

The Students Instruction Book

The students Instruction Book that contains of: 1) Lecturing Description, 2) Teaching Material Program Map based on web facilitated, 3) The lecturer operational instruction that contains of program facility display. The students instruction book is really help them to study, as Callahan opinion, is the students instruction book is one of the source of study as the supporter of study process. In line with that, tutorial method based on web facilitated is the new learning for them by using online media.

Based on the evaluation of the experts, the lecturer and small group of the students of S1 showed the product of student instruction book is good and great to use, because it doesn't need revision.

Result of Study

Based on the result on limitted focus, so the effectively of learning by using the developing product can be showed from the different result of study from control class and experiment class, so that the research hypothesis is showed thattutorial method based on web facilitates can improve the result of study of the students can be showed.

The effectivity from the application of tutorial method based on web facilitated can be showed from improvement of result of study. It can be showed by test of effectivity of teaching method by using web facilitated that have been done to the result of study cognitive and performance showed the average of result of study by using tutorial method based on web facilitated is higher than average of result of study by using conventional method.

CONCLUSIONS AND ADVICES

Conclusion

First, the description of analysis of need about teaching Art Dance for Elementary School by using tutorial method based on the web facilitated is needed to develop a teaching method of Art Dance that can be able to complete of conventional method in the class and improve the students S1 creativity, improve the student time independently by using technology information, and it can be able to improve the result of study of the student S1 especially for Art Dance Material. Second, the model of development that can used is from Dick and Carey (1990) there are 9 development steps. The development product, are: web learning art dance for elementary school by using tutorial method, the lecturer instruction book, and students instruction book. Third, the result of research from the experts showed that from the product is very good, so that it can be used , and can improve the result of study. The average of result of study by using tutorial method based on web facilitated is higher than average of result of study by using conventional method, so that tutorial method based on web facilitated for elementary school is valid and effective to improve the result of study of students S1 PGSD. The different of result of study showed by test of effectivity from cognitive data that comes from the score t_{hitung} is 4,585 and the result of test the affectivity from the result of study performance showed the score t_{hitung} is 9,997 with significane about 0,000 less than 0,05 (sig < 0,05). Fourth, the student activity in applying the tutorial method based on web facilitated showed the high category, and the students responds to the application of the product developing, are: interesting, it doesn't boring, and it can motivate and happy learning in studying, so the students will be interest to use web learning for their material on Art Dance for Elementary School.

Advices

The advice is using tutorial method based on web facilitated can be developed, so website in learning Art Dance for elementary school can be downloaded from internetby online with ordering domain and hosting on the web server. Website has the higher capacity and it can be accessed by all students of PGSD, also can be alternative media for all universities.

References

Depdiknas dan Dirjen Dikti. (2007), *Sari Penelitian Pembelajaran Hibah PTK dan PPKP 2006*. Jakarta: Depdiknas dan Dirjen Dikti

Depdiknas. (2006), *Kurikulum 2006 Mata Pelajaran Seni Budaya SD*. Jakarta: Depdiknas.

Dick, W. & L Carey. (1990), *The Systematic Design of Instuction*. Third Edition United States of America: Harper Collins Publishers.

Harmanto. (2002), *Pengembangan Pembelajaran Mata Kuliah Metodologi Penelitian dengan Word Wide Web di Sekolah Tinggi Manajemen Informatika dan Teknik Komputer Surabaya*. Tesis Universitas Negeri Malang.

Miarso, Y. (2005), *Menyemai Benih Teknologi Pendidikan*. Jakarta: Kencana

Muhammad Jazuli. (2007), *Pendidikan Seni Budaya Suplemen Pembelajaran Seni Tari*. Semarang: UNNES Press.

Nurhakim , MT. (2007). *Internet sebagai media pembelajaran*. Makalah Pelatihan Perkuliahan Berbasis Internet diseminarkan 25 September 2007 di Universitas Lambung Mangkurat Banjarbaru.

Paulina Panen, Timbul Pardede, Anti Rismayanti. (2007), *Pedoman Pengembangan Bahan Ajar Berbasis Web*.Jakarta: Depatemen Pendidikan Nasional.

Sudirman Siahaan. (2002), "*Studi Penjajagan tentang Kemungkinan Pemanfaatan Internet untuk Pembelajaran di STRATA-1TA di Wilayah Jakarta dan Sekitarnya*" dalam Jurnal Pendidikan dan Kebudayaan, Tahun Ke-8, No. 039, November 2002. Jakarta: Badan Penelitian dan Pengembangan-Departemen Pendidikan Nasional.

Tim penyusun. (2008), *Katalog Fakultas Ilmu Pendidikan Universitas Negeri Malang Jurusan Kependidikan Dasar dan Prasekolah*. Malang: FIP UM.

IMPROVING THE QUALITY OF LEARNING SOCIOLOGY IN TIMOR LESTE BY USING TEACHING MATERIALS BASED ON THE CONTEXT OF SOCIAL ENVIRONMENT

Sebastiao Pereira
Instituto Superior Cristal Dili
Email: sebastiao.cristal@yahoo.com.id

Abstract: To learn sociology in Timor-Leste is still face many obstacles. This problem is caused by a lack of teachers and the condition of insufficient instructional teaching material that can improve learning outcomes. Teaching material that available mostly is conceptual style and it only requires students to memorize the lesson. Instructional teaching material for students that link with social content that deal with environment is not available yet, therefore, the teacher who teach the sociology subject to the learner is follow the conventional way. The impact is the quality and outcome of learning that achieve by students haven't reach the goal of learning process. To overcome the above problems and to improve the quality of learning sociology, it needs to develop instructional teaching material that base on content of social environment that need to develop for student. Base on the result of research, the product of instructional teaching material that develop should be base on context of student in social environment, can be conclude that the teaching material above is suitable and significant to increase the quality of learning process from students.

Keywords: increase quality, of learning sociology in timor-leste, with instructional teaching material that base on context of social environment

In regards with important of education in Timor-Leste. As mention in constitution article 59 " *section 1" says that the state is recognize and give guaranty to all citizen to have accesses in education, and culture, as well as to establish basic school that universal and obligatory and if possible is free base on law In section 4 also mention that, the state should guaranty to all citizen, base on their ability to have access in high level of education to do the scientific research and develop the culture.* The article that mention above is consider as basic principles for state to provide better education for all Timorese and give guaranty to all generation to participate in education There is no reason for the state or the government not to execute the mandate from Constitution, therefore it need to increase quality human resources as the guarantee for sustainable development in future, but, what is says in constitution haven give significant outcomes.

Therefore, sociology subject include one of lesson that should be program by students. Especially for senior high school in Timor –Leste and is already be part of curriculum that should be program from grade I up to grade III. In general the process of learning style is still conventional, there is no activities that more innovative, all of this problem is happen due to the teacher who teach sociology subject is not expert in field of sociology.

Based on initial result from observation in field, it comes to conclusion that the process learning sociology subjects in general is still use the classical and traditional way. The activities of learning process haven't connected with condition of social environment in leaving territory of students and it's only require the students to read the module of book that content the theory of sociology, on the other words, the students is require to answer the question in text, therefore, activities of students is really passive and really technical, that's why students does not have motivation in their activities.

A brief information from the result of interview with teacher and questioner form that given to students shows that the motivation of learning sociology subject is low due to the teaching material that adopted is to conceptual and haven't give a changes to students to

discover or to utilize as case study for sociology problem in community. Teaching material is not coherent with interest and needs of students in their social live with society. Therefore is no significant result and haven't reached the expectation goal.

The above mention problem is affected by the process of history in Timor-Leste from previous generation up until now. Before become new state. Timor-Leste is part of one province in Indonesia. When Timor-Leste is part of Indonesian government, the education system is follow an integral part of education system in Indonesia. But, after Timor-Leste got independent, the education system is face difficulties around 90 % due to the teacher who teach Junior and senior high school return to their original country and to maintain education program for children in Timor-Leste, currently the state run the education sector in cooperating with UNICEF. In addition, the biggest challenges that face in education sector are not only the teacher but lack of infrastructure and books.

Base on condution, when Timor-Leste start independent, all the university students that almost finis the study is decide to become a teacher who teach in senior and junior high school. And those who graduate from senior high school decide to become elementary teacher. But, the challenges that faced by new teacher ,they are mostly not specialist in education or not yet follow the education training. On the other words, one of particular subject that teach by teacher is not their specialist subject. For Examples one of university students who major in agriculture is teach biology and chemistry, major electronics teach physics and mathematics major who follow the basic English course is teach English languages, This kind of problem is also faced by new teachers in elementary level that basically they only graduated from senior and junior high school.

The explanation above reflect to us that education issues for the generation of our children is need serious attention. The development of the education sector in Timor-Leste haven't show the great outcome that expect by the state. This can be observing in practical teaching activities in the school. The facilities of learning in school, especially in villages haven't reach the proper standar for learning process and most of teacher who teach the subject is not the their expert or their major. Teaching activities is take place base on situation and is not relax the mínimum standar. In addition, the curiculum that use is not base on criteria and always changing.therefore , to develop the desing model of teaching material is base on each capacity of every teacher .

The education system in Timor-Leste currently is still in the process and it less innovative. Most of learning activities that conducted in school is still dominate by teacher. Learners are treated as empty vessels that need to fulfill the knowledge from teachers. The teachers consider as subject that more active, while the students are passive that only follow the order and treat them are equally. At the end the behavior of education is being naive where the teacher is giving the information that should be excepted by the students (compare .Depdiknas,.2004)

Solutions of Problems for Teaching Sociology inTimor-Leste

The education problems in Timor-Leste need to have solution and require the sustainable improvement. One of effort to improve sustainable process of learning in school it can use with the concept of Total Quality Management (TQM). As mention by Gostch and Davis (Danim 2002: 102) both of them argues that one of the rules is applying TQM is one of working system that sustainable therefore assessment activities

and research is play an important rules.Through evaluation and research, will obtain accurate data that can take into consideration in making the decision in relating with effort of innovative and to adjust with several changes policy.

In conjunction with needs to have sustainable improvement in learning, the performance of education system that deal with Institution in Timor-Leste , especially schools needs to develop sociology subject that qualify and effective through the exactly program that fit with learning activities that simple, complete and have high visibility that can apply in order to achieve the expectation of education goal. All of the concern that mention above can be run successfully if instructional teaching material that base on the students context in social life is to develop and use learning process. With this contextual teaching material, the students will be easily understand the lesson because it coherent with context of social environment. But in reality, there is no model of instructional teaching learning materials for sociology subject that can be use as sufficient reference. Therefore, the model of instructional teaching material for sociology subject that content social environment that need by students it needs to develop so that can be use as references for teacher to implement learning activities more efficient

Linking with the above description, it can be express that teaching material is an instrument that design to achieve the goal of (Sungkono, 2003: 1). As instrument of teaching material for sociology subject content the lesson, messages, or content of lesson that consist idea, fact, concept, principle, theory, that give training to students. Therefore the students can is easily understand lesson and able to utilize to solve the social problem that face in social environment.

Instructional teaching material for sociology subject is play important rules for students to learn this teaching material and students have a great opportunity to understand better about the content of lesson and able to solve the problem and give an answer to social atmosphere in society. the teaching material for sociology lesson that have content of social environment it compose off knowledge, attitudes, values, proper behavior that appropriate with conditions of the students and their environment, and activities that presented is give benefit for students.

Teaching material for sociology subject that have content of social environment can be function as media that able to transform the knowledge ,competence, value of culture life and character (moral and personality) off student in community. Beside that teaching material can give big contribution in achievement of learning outcomes the important function of teaching material it describe by world bank in 1989 says that the total number of books and other facilities is has positive coherent with achievement of learning. .

The result of study that conducted by Heyneman, et al. (1981) showed that there is a significant correlation between action of teaching material and achievement of student. The result of this study is also support by Patrick (1988), which states that instructional teaching materials as media that have most important role the classroom. Teaching materials also occupy a central role in all levels of education as a tool for teaching materials deliver lesson in curriculum. Cunningswort (1995), also support the statement that there is nothing big influence with content and the implementation in learning activities, rather than to use teaching material.

In the process of learning, teaching materials have function and benefit for students and the teacher who teach. In connecting with the benefit of teaching materials according

to Ansary (2002) says that the teaching material is a framework to organize and schedule activities of teaching program so that the instructional teaching material focus on (1) direction of learning and to have clear objective (2) to show how to handle learning activities more seriously,(3), to provide the text and learning task that ready to use, (4), is the easiest way to provide learning materials (5)to make students more focus in learning (6) make the student not depend on the teacher..

In regard with the important of adequate teaching material and base on necessities of students in learning to develop teaching material for sociology subject needs to implement the content of social environment for students in Timor-Leste. Through this empirical study is expected to obtain the examples of teaching materials for sociology subject that can use as guide for sociology teacher for implementing their learning activities. With this process of learning activities can run efficiently and to have better quality for students in their learning result.

Is really importance to develop teaching materials for sociology subject that base on content of social environment due to result of observation in several high school in private and public school in Dili it has the result that learning activities for sociology subject is still use classical and traditional way. Learning activities not yet link with the social environment in the area where the students live. Students are only required to read manual book that contain the theory of sociology, furthermore, the students is require to answered questions that have in reading assignment. Therefore activities of student is more passive and it more mechanical and students is lack of motivation.

Based on result of interviews with teachers and questionnaire form that given to student, it obtained information that the student's motivation to learn sociology is very low due to the teaching material that use is conceptual and not suitable with the interest and needs of students for social life in society. Therefore the result of students learning is inadequate and has not reached the expected goal

The Exciting of Learning Sociology

Sociology is science that study about the interconnection between various social phenomena such as economic phenomena with religion, law with moral, law with economic, the political movement of society and so on. Sociology is also a science that study about human interaction with society or group. To learn sociology is focus on many kinds of social problem, structure of community, or about the process that exist in life of society. Therefore, this subject it should be interesting to learn by students due to the subject is coherent with the interaction of the student in community, the learner will be easily to take example of each lesson that teach and implement it in real life and the learner itself is part of social relation with society.

Sociology is science that study about object and to analysis what is happen in society. To study about sociology can identify several social phenomena including why process of sociology is take place in social life, however, sociology is not only analysis about society in villages that value of family is really strong but also study about various phenomena that exist in urban area and other social issues that really interest to have further learning.

The various interesting problem that mention above, it shows that sociology is become one of interesting subject that interesting to learn by students. Sociology subject that

contain a lot of lesson that need to memories it will become more interesting to learn if the teacher who delivered the lesson understand the process. Even in the field, the leaner will interesting to learn and enjoy lesson cause it is not something that new for them that why's sociology become one of refreshing lesson for students.

Sociology lesson would become an interesting subject if the teacher who teaches the lesson is also interesting. Therefore with the interesting lesson the learner will happy to learn and more motivate to study hard. The felling of happy or not happy is also determining the success in learning. Therefore it needs to understand and to think the way of delivering the lesson so that is interesting for learner.

The Characteristic of Instructional on Teaching Material for sociology is base on Content of Social environment

Instructional teaching materials that have been develop in context of social environment. In this research is considers as one of typical instructional teaching material that make student enjoy in learning' especially for senior high school in Timor-Leste. First things that need to do in this instructional teaching material is introduction and continue with each unit in the topic in order to achieve the competence which is suitable with the social development. Therefore, the selecting teaching material should be base on needs of students that link with context of social environment

The contents of teaching materials consist off (1) an understanding of the basic concepts of sociology, to analysis in sociology, and method of study in sociology, (2) the concepts of social reality, social processes, and the relationship in social reality, (3) the basic concepts, benefits, and value of social norms, (4) the concept, characteristics and principles, supporting conditions, criteria, social interaction and (5) social organization process to, various of social organization. Important topic for students because it coherent with context of social life of students in society. That statement is explain by Basrowi (2005) says that the intention of sociology is to give competence to learners to understand concept of sociology such socialization, social group, social structure, social institution, social movement, and conflict that create social integration. .

Teaching material that base on the student content in social environment is need to develop with an objective to increase the capacity in order to understand phenomena in daily life. The instructional teaching material is compose of basic concept of education, method, techniques to analysis several phenomena and problem that find in really life that occur in society. The sociology subject is given to middle education level so that the learner have capacity (a) to understand the concept of sociology such as socialization, social group, social structure, social institution, social changing, and conflict that create social integration,(b) to understand rules of various social life in society and (c) to have conscious of behavior and concern about social life in society.

The above statement is coherent with same explanation about definition of sociology that says sociology is a sciences that study about the interrelation between various of social phenomena, such as economic phenomenon with religious, law with moral, law with economic, and movement of society in regards with politic, etc. According to (Soekanto.2006) sociology is also a science that study about the interaction of human being in society or human group that consider as human being that life in group in society, however it will be really interesting if we are the one learn about ourselves in our

interaction with society. Sociology subject is also analysis about various social phenomena, structure in society, even the process that takes place in society according to (Saputra dan Kreimers, 1987)..

Instructional teaching material for sociology subject should have a lesson and topic that base on the need of students in the school even outside off school. Teaching material that develop it consist off, concept, principal, relation, norm, and rule in social life that give benefit and develop knowledge or competences and behavior of students in society., followed by a reading text that contains elaboration conceptual, exercise the content of reading comprehension , summaries, and test comprehension. Systematic of delivering the content of teaching materials is start form the content of theory up to the practical step. Presentation of the contents of teaching materials demand book users (students) to make observations, discussions, reading comprehension, to answer the question in content of reading, concluded the content of reading, problem solving, and the results of test comprehension

Variations of learning methods that used by an educator will determine whether the students will happy with lesson or not. Sociology subject can be interesting lessons through way of perform the lesson, and behavior of educators in the process of learning. (Saputra and Kreimers, 1987). The individual different of students need to pay attention in process in managing the sociology subject. Each learner have different personality, ability, and learning style and the lesson above can give respond to the need of individual in general.

In learning sociology, teacher can use discussion method to students in order to have active learning. In performing the lesson the teacher is not only focus for the one that cleaver, but a teacher should understand the need of students in the process of learning, if possible a teacher have to give an extra attention for the students that consider slow in learning and give a changes for the students to express or analysis one topic in process of learning. Teacher should give opportunity to students to except the lesson and how to show their knowledge in giving the task, teacher should, provide the choice of assignment to students in selecting the task. So that they can do the assignment base on their willingness and ability.Therefore, in each chapter, contains an achievement goal, theoretical knowledge, comprehension test and duties of performing the theory.

Instructional teaching materials for sociology subject is develop base on characteristic lesson of existing sociology. The cover is in color and with picture that show the social interaction between individual and society. In the introduction, is mention about the objectives, strategies and achievement goal, and structure of the contents for product of teaching materials, this meant that students and teachers can use teaching materials in accordance with expectations target. Therefore, teachers and students have the same perception in using teaching instructional materials. Learning is a proposal that effort by educators that can cause learners to learn (Morrison, Ross, and Kemp, 2001). Lessons play an important role in the process of education because it connects how to transfer the knowledge to learner.

Topic that develop in instructional teaching material is an opportunity for teacher and for students to do various activities in teaching, Therefore ,it have a lot of method of teaching that suitable and fit with sociology subject. Method of question and answer it can motivate the students to learn because the students have to answer the question that

given by the teacher. Students will be able to observe, interpret, to conclude and apply what obtained during the learning process, such as direct method or observation method. Is really needed to use because the students observe directly the object from phenomena of sociology in society and discussion method is also effective to learn about sociology. As example the students will give of particular problem and require to resolve or to find the solution in group. Therefore, students will active give their idea when the discussion take place and with the guide from the teacher it will be more interesting is involve new issues in society.. Students will be more enthusiastic and interest to have discussion. Teachers do not just focus on one method of learning, but teachers should be able to combine learning methods so that students are not bored and tired in learning sociology

Content in instructional teaching material that have in sociology subject is start from description of objective, exposure to material, comprehension exercises, and assignments. Four points above are closely related and can be developed in the students' daily activities. Teaching material is closely related with sources of information in society. In this regard, Hamalik (1980) suggested that. Learning activities (a) that design should be available and correspond with human resource that exists. (b) Structure of learning must always pay attention to the situation and condition of school in society. (c) teacher as the manager of learning should carry out its duties and functions with full responsibility, and (d) the human factor as the members of organization's are always faced with limitations

Result of Eligibility Test Base on Context of Instructional Material for Sociology Subject in Social Environment

Product of instructional teaching materials is developed and revised based on expert advice. The expert in sociology and design of instructional teaching material will have test in field. and three sociology teacher that use this instructional teaching material give their own rating of averages score is 3.14. This shows to us that the above teaching material is proper to use for senior high school in Dili, Timor-Leste. On the other hand, the respond from the students is given their averages score is 3,54. The respond is shows that learners fell happy with teaching material and can easily understand as well as able to use product that contain in teaching material. Hence, students also says that they get benefit from teaching learning material that develop in that product

Instructional teaching materials for sociology subject have been revised and have given the test with students. in this case students score is compare with the class that using instructional teaching material as and compare with control class that not use instructional teaching material. The lowest scores that obtained by students who use the teaching material is 65, and the highest score is scores 89. Meanwhile, the control group students obtain the lowest score is 60 and the highest score 78 .The mean scores obtained by students also increased from 68.2666 to 76.0333. In this case, the averages score of means is also 7.7667. The score of students is increase it shows that there is significant contribution from instructional teaching material to enhance the process and result of learning sociology at senior high school in Dili Timor- Leste.

To increase the outcome of learning and it can be predict that the design of learning sociology subject can be develop for this product and it will arranges systematically and specific. To learn sociology can use the theory of learning in order to increase the quality of learning and process of learning sociology itself. Besides that, it will involve all the

process. And it start to analysis students need for identification, learning objectives and to develop system of learning in order to achieve the goal, the development of teaching materials and learning activities, testing, evaluation of the whole process of learning and learners' activity. Instructional design can also be defined as an activity to maximize the effectiveness, efficiency, and outcomes of learning and other learning experiences. These activities include to determining initial state, the needs of learners, determining the final destination and create multiple treatments to assist in the transition (wikipedia.org/wiki/ Instructional design.

In relation to the contribution of outcomes from learning product, Gagne (1985) states that the design of instructional teaching material is set up to assist learning process .the process of learning for learner it start from the initial step up to long term process. Furthermore, Shambaugh in (Sanjaya, 2009: 67) explains that the design of learning is an intellectual process to help educators to analyze the needs of learners and builds a wide range of possibilities to respond to those needs. While, according to Gentry (1985: 67) says that the design of learning is has objective to determining the process of learning objectives, strategies and techniques to achieve the goals. Base on the above statement it can be conclude that design of learning material can be introduce as product for teaching sociology subject that can be develop systematically and able to maximize the effectiveness and efficiency of learning.

To develop instructional teaching materials for sociology subject is start analysis from needs of learner, define objective of learning, develop materials and learning activities that include determination of source of learning, steps of learning strategies, medial of learning and assessment (evaluation) to measure the level of success in learning activities. Results of evaluation are use as a reference to determine the level of effectiveness, efficiency and productivity of learning process. Therefore, it can be said that the product of this instructional materials has a significant contribution in improving student learning process and results of the first grade at senior high school in Timor-Leste

Based on process of students learning outcomes can be conclude that the product of instructional teaching materials for sociology subject is sufficient to develop. In this regards, it has same opinion from Banathy (Billy, 2008) which suggests that the development of instructional teaching materials is a systematic process in order to identify, to develop, and to evaluate the content of learning strategies that have an oriented to achieve the goal of learning more effectively and more efficiently. In addition, according to Shaheed (2003) says that the development of instructional teaching materials is format to develop strategies of learning that have certain principles adapted from theory of learning. To develop this instructional teaching materials is not only base on interest of researcher but as alternative learning to overcome the problem..

The high assessment scores that submitted by teachers describe that product sociology teaching material has benefits for the learning process in sociology class or school. In this case has same explanation from Gatot (2008) says that the objective of develop instructional teaching material is (1). To prepare learning activities more optimally, (2) increase the motivation of teachers to manage teaching and learning activities, and (3) prepare teaching and learning activities with objective to fulfill new teaching material, and it always have new template in performing new strategies process of learning.

In regards with above idea according to, Mbulu (2004: 6) says that, there are four objectives, such as; (1) to obtain instructional teaching materials that base on objective of institution, curricular goals and learning objectives, (2) completion of teaching materials appropriate with structure course of content with their characteristics , (3) synthesized and organize the topics base on systematic subject of lesson and should be logic. (4) And it should be open for sustainable development of instructional teaching material.

Based on the results of learning and respond from teacher that mention above , it can be take into consideration that selecting of instructional teaching material for sociology subject have been fulfill the principle of relevance , consistency and adequacy. The principle of relevance suggest that learning materials should be relevant with basic standards of competencies that will be obtain and principle of consistency is requires that the instructional teaching should be fulfill the basic competencies that determine in curriculum.. While, principle of sufficiency suggests that the teaching material is adequate to assist the students to master basic competencies that have taught.

CONCLUSION

Base on description above can be conclude that instructional teaching materials that base on content of social environment have significant and high level of competences to use as teaching materials that can be use to develop sociology subject. Teaching material that have been develop is systematically set up by considering curriculum of sociology subject that base on the social content of students in society that able to develop quality in the process of learning. Therefore, is suggest to teacher in Timor-Leste who to teach sociology subject to use instructional teaching material that base on context of social environment as an alternative material in teaching sociology. In performing instructional teaching material as teacher should give an opportunity to students to practical their knowledge base on the observation in society.

References

Ansary, H. dan Esmat Babaii: *A Step Toward Systematic Text book Evaluation*. Iran: Shiraz University, 2002, hlm. 2.

Banathy, B. 1968. *Instructional Systems*. Palo Alto, California: Fearon Publishers.

Basrowi. 2005. *Pengantar Sosiologi*. Jakarta: Ghalia Indonesia.

Cunningsworth, A. 1985. *Choosing Your Coursbook*. Oxford:Heineman.

Danim, Sudarwan. 2002. *Visi Baru Manajemen Sekolah: dari Unit Birokrasi ke Lembaga Akademik* Jakarta: Bumi aksara

Gagne, R. (1985). *The Conditions of Learning* (4th ed.). New York: Holt, Rinehart & Winston .

Heyneman, dkk. 1981. Textbooks and Achievement in Developing Countries: What We Know, dalam *Journal of Curriculum Studies* Vol. 13, No. 3 (1981) 227-246.

Karta Saputra, G. Kreimers, L.J.B.1987. *Sosiologi Umum* .Jakarta : Bumi Aksara

Mbulu, J. dan Suhartono. 2004. *Pengembang Bahan Ajar***.** Malang: Elang Mas.

Morrison, Gary R., Steven M. Ross, & Jerrold E. Kemp. (2001). *Design effective instruction*, (4th Ed.). New York: John Wiley & Sons

Patrick, J.J. 1988. Highschool Governement Textbook, dalam *ERIC DIGEST ED301532*, Desember 1988.

Rusyana, Yus, dkk. 1988. *Pandangan Hidup Orang Sunda: Seperti Tercermin dalam Kehidupan Masyarakat Dewasa Ini*. Jakarta: Dep. P&K Direktorat Jenderal Kebudayaan. Bagian Proyek Penelitian dan Pengkajian Kebudayaan Sunda.

Sagala, Syaiful. 2003. *Konsep dan Makna Pembelajaran*. Bandung: Alfabeta

Sanjaya, Wina. 2009. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta : Prenada Media Group Soekanto, Soerjono. 2006. *Sosiologi Suatu Pengantar*. Jakarta: Rajawali Press. Sungkono. 2003. *Pengembangan Bahan Ajar* . Yogyakarta: FIP UNY.

Syahid, A. 2003. *Pengembangan Bahan Ajar Matakuliah Rancangan Pembelajaran dengan Menerapkan Model Elaborasi*. Tesis, Tidak Diterbitkan. UM: PPS.

Trianto. 2007. *Model-model pembelajaran Inovatif Berorientasi Konstruktivistik*. Jakarta : Prestasi Pustaka

World Bank. 1989.*Indonesia: Basic Education Study*. Washington DC: World Bank.

IMPLEMENTATION OF THE SUPERVISION OF THE PRINCIPAL IN IMPROVING COMPETENCE PAEDAGOGIK TEACHER CATHOLIC HIGH SCHOOL

Sri Wening Rahayu
Postgraduate Student at State University of Malang
Email: sriweningrahayu@gmail.com

Abstract: This study aims to describe the supervision of principal at SMAK St. Albertus Malang in increasing competence paedagogik teacher. This research is focused on: (1) implementation is supervised by the head of school in raising the competence of paedagogik teachers in the SMAK St.Albertus Malang (2) constraints supervision of implementation the head of school in improving competence teacher in SMAK St. Albertus Malang, (3)Efforts supervise implementation in enhancing the competence paedagogik of teachers in SMAK St. Albertus Malang. This research uses descriptif qualitative method. data were analyzed using the techniques of interview, observation and documentation. This research uses the phenomenological approach with an analysis of the interactive model. The design used is a case study research at SMAK St. Albertus Malang with key informant i.e. principals, vice principal of supervisor coordinator, some teachers and students. The result of this research indicate (1) implementation supervision that delegated to team supervision, with schedule planning uses models, approaches, techniques the clinic and the supervision use were collaborative, democratic and constructive although observation of classes is done using instruments, supervise and do follow up. (2) constraints of supervision in improving competence paedagogik teachers is a matter of the timing between the supervisors and teachers, besides teachers teach, load of teachers still very high, so it is less consistent in implementing it (3) efforts to give solution from constraints of supervision for improve the competency of teacher with giving paedagogik dialogue, gives the opportunity to create own training, also attended the workshop as well as sharing between the friend.

Key words: supervision, principal, competence paedagogik teacher

In the life of a nation, education plays an important role to maintain the survival of the State and nation, because education is a vehicle for improving and developing the quality of human resources. Particularly in Indonesia. the national education goals, i.e., the intellectual life of the nation, still experiencing constraints in achieving the goal.One of the constraints is happening now is with the Minister's policy that enforces two curriculum at once, i.e. the KTSP and 13 curriculum , making educational practitioners have to work hard to do it. This is involves the role of the principal to pay attention to how to optimize the quality of the human resources of his school. As a supervisor, the principal should give attention in the competence of the teachers.

One of the competencies that must be considered is the competence paedagogik, how to evaluate whether competency paedagogik has been done with good or not.Whatever happens in practice as a supervisor, the principal should carry out the functions of supervision. As mentioned by Adam and Dicky) (1953 in W. Mantja (2000), supervision is a service particulary concerned with instruction and its improvement. It is directly concerned with teaching and learning and related to these process-teachers,pupils, curriculum, material of instruction,socio-pshsical environment of situation.

Oemar Hamalik (1991:128), elaborate the principal elements in the supervision of the following: 1) A standard regarding the expected performance, 2) All measurements of performan, 3) a comparison of actual performance and expected performance, 4) Report on irregularities to the leadership, 5) A series of actions, the decision of the leadership of

selecting a suitable response, and 6) A method of planning and better supervision for changing conditions.

In the era of decentralization and autonomy of education felt the need to formulate a new paradigm that supervise the implementation of a policy of quality control of organizing the education one to increase teacher competency paedagogik. Department of Education has determined that principals must be able to carry out his work as an educator, Manager, and administrator, in the exercise of supervision. It is true that the supervision of the principal in this case strongly influenced the competence of pendidiknya. As stated by Neagley (1980:20), quoted by Made Pidarta, a service for teachers who aim to generate instructional improvement learning and curriculum supervision . Supervision is here defined as assistance and guidance to teachers in the field of instructional, learning and curriculum, in its efforts to achieve the goals of the school. Through the service supervision are expected are expected to promote and develop the teaching, so that teaching and learning take place properly.

Based on observation or study introduction in SMAK St. Albertus Malang, researcher found a condition that is quite unique, among others: on the implementation of supervision are arranged in St. Albert the Unfortunate SMAK WWI in June 2014, though the school has reached the age of 79 years. the school has had a quality management ISO, even it is said this is the first school in Malang who implement it, and it became secreet that principals rarely do his job as a supervisor and the reason is because the understanding of supervision is quite inviting reactions for senior teachers, because as long as they think there the principle of "belief" that they have been trusted by the Foundation in carrying out the task teach , and all think are fine. Various levels of achievement have been written by this school, even from this school has given birth to famous people in their jobs. The purpose of this research is to describe some item the following: (1) implementation of the supervision of the principal in improving competence paedagogik teachers (2) constraints in the implementation of the supervision of the principal in improving competence paedagogik teachers, (3). attempts at solutions to constraints implementation of the supervision of the principal in improving competence paedagogik teacher in SMAK St. Albertus was unfortunate.

RESEARCH METHODS

The approach used in this study is a qualitative approach, (Bogdan and Taylor (1993) defines the methodology of qualitative research procedures that produce as data in the form of descriptive words written or spoken of people and behavior that can be observed. As for the design of the research is the description, since this study sought to describe the data that has been retrieved from the field . The type of research used in this research is a case study. It is with regard to one case which occurred in place/location of research. In addition, researchers sought to explore in depth to a program and other research objects.

In this study, researchers acted as a key instrument at the same time collecting data, and participating as observers, to be describe about implementation, constraints and solution implementation supervision in enhancing the competence paedagogik teacher in SMAK St. Albertus. Types of data used is based on the natural setting on site research. The sample used is purposive sampling, because it is tailored to the research objectives. the methods used by the technique of "snow ball sampling", the source of the data in this

study was the principal, Coordinator/team supervision, some teachers and some students. Because it is seen to four resource person can already taken as an informant.

The collection techniques data used in this research, is an in-depth interviews, participant observation and documentation. All three will be outlined as follows: 1) Interview that used questions interview structure, so that more systematic and well structured, interview in this method allows flexible, lasting questions the direction of a more open question, stay focused, and so obtained the information rich and the talks are not rigid. 2) As for the collection of data, researchers conduct interviews to the head of school, supervise team Coordinators, teachers and students. Such things are done with the aim to obtain data extensively and thoroughly in accordance with current conditions. Among other things, about the vision of the school's mission, goals, supervison, principles of supervision, supervise implementation constraints as well as the efforts of the present and supervise the implementation of future senior high school St. Albert the unfortunate. 3) Direct observation conducted by researchers can be realized noting in the form of information related to supervise implementation of principal at SMAK St. Unfortunate form of educational facilities and infrastructure, implementation and assessment system in the exercise's supervision. 4) Documentation available that complements the research could be a photo interview, profile photo, photo, school teachers, activity, material copy of the assessment instrument, activity report, recording and note field etc. By connecting it to a focus of research.

After the data is collected from the results of the data collection process is done data analysis. Data analysis according to Michael Quinn Patton translated by Budi Puspo Priyadi (2006:250) is defined as a process that the arranged, how data organizing what was there into a pattern, requirements, and a basic description of the unit. While according to Bogdan and Biklen in Lexy J Moleong (2007:248), qualitative analysis of data is an effort made by way of working with data, organizing data, into a unit that can be managed, synthesis, look for and find patterns, find what is important and what is learned and decide what can be told to others. Mathew Miles and Michael Huberman translation by Rohendi Tjeptjep and Rohidi (1992:21) States that the analysis is composed of three strands of activities that occur simultaneously, namely: data presentation, data reduction and withdrawal of the conclusion or verification. Data reduction activities, the presentation of the data atractive the conclusion or verification is performed before, during and after the collection of data in the form of parallel to building a robust analysis.

The validity of the above research results was done through improving the quality of the involvement of researchers in the activities in the field with the following steps: a) Observations continuously. b) Triangulation, both methods, and sources to verify the truth of the data by comparing it with data obtained by other sources, do, to sharpen our divination of the relationship of a number of data; c) the involvement of friends colleagues to discuss, provide input and criticism in the research process;d). Use reference materials to enhance the value of belief in the truth of the data obtained, in the form of a recording, writing,, etc.;Membercheck, checking against the results obtained in order to repair and with the possibility of errors or omissions in providing the required data researchers.

RESEARCH RESULTS

The following findings that authors can of informants: Implementation of the supervision of the principal of St. Albertus SMAK in Malang. Principals supervise planning program, which has been delegated to the supervision team consists of senior teachers per field of study at the SMAK St. Albertus Malang. Even from the headmaster give inspiration to teachers should continue to animate the "spirit of supervision" as it continuously, so as to supervise made not to scare but to help teachers. The supervision is carried by a team of clinical supervision include supervise and collaborative. In the implementation of democratic and constructive nature.. Practically things that supervised the competency-related paedagogik preparation is to begin, at the time of teaching, and how to make the assessment.

Supervision of the implementation of the principal Constraint on the SMAK St. Albertus was unfortunate. The main obstacle is the problem of timing of supervision between scheduling teachers and supervisors, because of great teaching load from both sides, particularly for supervisors. In addition because it is still new to walking 1 semester, then the results are not optimal. Supervision is still focused on the implementation of the new gurus, that in fact a lot of pure science backgrounds not paedagogik, so supervise teachers long have yet to be implemented. Any change of the curriculum, which automatically should adjust the content, method and system to teach, let alone with the efficiency of mapping class.

The Solution efforts over the Supervision of the implementation of the principal Constraint on the SMAK St. Albertus was unfortunate. Efforts undertaken with regard to scheduling to make it more consistent, the relaxation of the burden of teaching team of supervisors more alleviated, accommodate the needs of supervise among old and new teachers. Beside that, it also seeks to provide seminars and training between schools, with education experts bring for example from Stanford University. . So the effort – effort in implementing this can be internal and external. implementation supervision , specially priority on new teachers from pure science, not the senior teacher paedagogik, while will was drawn up next, after the national exam.

DISCUSSION OF RESEARCH RESULTS

From the data gathered by the researchers successfully found the fact that the implementation of the educational supervision by principals in enhancing the competence of teachers in the SMAK St. Albertus Malang, have a purpose, functions, scope of the proram, principles, and techniques of educational supervision. In accordance with the program of educational supervision program/curriculum from Government in 1976 in Oemar Hamalik (2006:198), and workshop conducted by a resource person from the Stanford Uuniversitas (Prof. Kusmintarjo and Prof. Ali Imron) mentioned that a supervision program (curriculum) are organized and conducted in accordance with the purpose, function, and scope of the program. implementation of educational supervision by the principal in improving teacher competence paedagogik should pay attention to the purpose and function of educational supervision, disupervisi things, principles of supervision of education embraced and applied, as well as educational supervision techniques are used, so that the goal of an effective learning can be achieved. In terms of function and purpose of implementation of the educational supervision.

In terms of supervision of the implementation of the function and purpose of education. Principals in improving competence paedagogik teacher at SMAK St. Albertus, Malang, has a purpose and that is to develop the teaching and learning process and achieve a relevant and cost-effective through improved ability of ataukompetensi teachers and the availability of supporting factors in the curriculum. so students can obtain lesson the optimal and effective, which is indirect also will have an impact for the quality improvement Agency school.

Whereas to achieve those goals, principal as supervisor of education need to implement educational supervision functions. The various functions of the supervision of education applied in Malang, SMAK St. albertus, among others: with the delegation of tasks to supervise the school Team is made up of 7 people for each field of study, the responsibility on teachers, the examples or good apparent minimal model of senior teachers designated as supervisors, motivated teachers to keep up the good work, conduct surveillance effective , as well as doing the construction or repair of thoroughly professional ability against teachers through various techniques.

Supervision in implementing the discipline teacher was done through administrative activities, such as: Journal of teaching, peresensi books, book picket teacher. It also conducted a supervision anyway on things that are closely related in supporting the implementation of effective teaching and learning, namely the supervision against the availability of facilities and infrastructure supporting teaching and learning activities.

In terms of educational supervision principles embraced and implemented by the head of school as the supervisor of education. A school principal who serve as supervisors in performing supervision need to apply the principles of educational supervision as it is written in the script of the material competence of Coaching Training for Prospective Headmaster/Principal by the Directorate of produce educators educators and quality improvement Director-Power Educational Ministry of national education (2007:19):1) educational Supervision should be able to create a harmonious relationship of humanity.2) educational Supervision should be done on an ongoing basis.).3 Educational Supervision must be democratic.4) educational Supervision must be integral with educational programs.5) Supervision of education must be comprehensive.6). educational Supervision should be constructive.7) Supervision of education must be objective.

Educational supervision principles applied by the head of the SMAK St. Albertus Malang resting on the principles of supervision that is constructive, realistic, not authoritarian, democratic, cooperative, and objective. Upon the principles embraced by the school principal that is what makes some teachers as well as their supervisors join modeled and adopt them anyway. implementation supervision I SMAK St. Albertus Malang is done with a variety of ways, including: supervision by engineering groups and individual technique or by direct and indirect techniques. Supervise the activities undertaken are dependent on your goals and circumstances. With the precision of a supervision techniques that made the implementation of education supervise activities to be effective and efficient.

Various types of supervision at the reveal by W. Mantja (2010:136), several approaches have been fairly well known that supervise sourced and is influenced by a variety of theories which aspects influenced supervision, such as the scientific approach: (Mc Neil, 1982), artistic (Eisner,1982), clinic (Cogan, 1973; ,1982 Krajewski), directive,

collaborative, and non-directive (Glickman, 1980.1990) which is implemented individually and groups.From the understanding of the above researchers concluded that the approach applied in the SMAK St. Albertus Malang, is the clinic and collaborative.

Constraints encountered are the following: supervision by the principal obstacle in improving the competency is mandatory constraint paedagogik internally and externally. The internal constraint is a matter of tradition not of the required supervision at SMAK St. Albertus because power teachers have been entrusted to the Foundation. While the external constraints include: the lack of senior teachers perception about the subjective element of teacher supervision the supervisor felt is still high, the cadre recruitment running slow and frequent turnover of principals, the lack of conformity between the supervisors and teachers because of the burden of teaching supervisor.

Principal SMAK St. Albertus was unfortunate, as the supervisor of education have the highest authority in the school have been seeking some way in overcoming constraints in implementing supervision in particular increase: competence paedagogik teachers, among others, as follows: a) the delegation of authority was conducted by the head of school to senior teachers, by forming supervision Teams, which are divided as per field of study, b) Granting a motivation to the teachers of the importance of educational supervision, c) Minimize of the burden of teaching supervisor, in order to carry out its work consistently, dan d) Coordination done intensively to all elements of the school and the Foundation.

CONCLUSION AND SUGGESTION

Conclusion

The result of research: 1) Implementation of the supervision of the principal in improving competence paedagogik teacher in SMAK St. Albertus was unfortunate: a) implementation of the educational supervision by the principal effected due to the demands of the teachers need in fact is still new and not based on, where paedagogik SMAK St. Albertus Malang receive power teacher who comes from a background of pure science, b) in practice applied also the functions of supervision, has: with leadership training principal, delegated to supervise teams namely the construction of the responsibility on teachers, awab existence or example of good giving suri from the principal or teacher supervisor, motivating teachers to keep up the good work, conducting surveillance on a regular basis and effective, as well as do the construction or repair of thoroughly professional ability against teachers through a variety of techniques, c) Educational Supervision exercised by the head of the school is based on the principles of supervision that is constructive, realistic, not authoritarian, democratic, cooperative, and objective, d) the techniques of educational supervision by the principal in the implementation in various ways is carried out by, among others: supervision by engineering groups, with individual technique or by direct and indirect techniques depending on the disupervisi aspects, e) About the type of educational supervision, head of school are likely to have clinical supervision and collaborative type, f) supervise model in SMAK St. Albertus Malang, were centred on a model that is unique, because it involves the parties execute the Foundation supervise field administration and the principal academic fields.

Supervise the implementation constraints principals in improving competence paedagogik teacher in SMAK St. Albertus was unfortunate. Some of the constraints that

hinder the smooth implementation of the process supervise in learning, namely the following: a) the complexity of managerial tasks a school principal, b) the lack of real understanding about the concept of senior teachers supervise, because it does not need to be disupervisi, c) the element subjektifitas is considered still high, d) often do turn of the head of school, dan e) teaching load for the supervisor is very heavy, it is also a problem of conformity between supervisor and teacher disupervisi.

Efforts/solutions to overcome existing barriers to implementation supervise principals in improving competence paedagogik in SMAK St. albertus Malang, among others: a) the delegation of authority was conducted by the head of school to senior teachers, b) Granting a motivation to the importance of teachers will supervise, c) Done coaching by the principal to the senior teachers appointed as supervisor and formed a team of assessors supervision, d) teaching Load for diperingan, so that supervisors could be more consistent in implementing supervise compliance problems, let alone the time between supervisor and teacher disupervisi, dan e) Coordination Done intensively to all elements of the school and the Foundation in order to supervise the implementation of the effectiveness in the SMAK St. Albertus was unfortunate.

Suggestions.

Based on the analysis that has been done and through activities concluded then it can be given the following inputs: 1) To the head of school: a) implementation of the supervision of education should be done routinely and periodically, where every year at least one time, it is possible the entire teachers got supervision and b) need to be socialized and exercised the giving motivations of supervision as an effort of coaching guru, so that in its activities later all constraints lack of persipan and aversion can be minimised and be eliminated. Plus the presence of a good example/example of the principal, it will positively impact directly and stronger to the teachers. 2) to the teacher, Teachers should be better prepared when carried out supervision and dismissed the notion that education is the supervision activities of the faults. Alasannnya with the supervision of education teachers will be able to know what are the things that he has done right and what are the things that still need improvement again. 3) for other researchers, so that other researchers can review this research with other research techniques and using different variables such as competence, personal/social competencies, personality, and professional competence yet examined by researchers, as well as supervise in SMAK St. Albertus for while still on competence paedagogik only. And also remember this research is still far from perfect.

References

Bogdan, Robert dan Taylor, Steven J. 1993. *Kualitatif (Dasar-Dasar Pendidikan)*. Surabaya: Usaha Nasional.

Departemen Pendidikan dan Kebudayaan. 1997. *Kamus Besar Bahasa Indonesia*.Jakarta: Balai Pustaka.

Departemen Pendidikan Nasional. 2006. *Undang-Undang SISDIKNAS (UU RI No. 20 Th. 2003)*. Jakarta: Sinar Grafika.

Direktorat Tenaga Kependidikan Dirjen Peningkatan Mutu Pendidik dan Tenaga Kependidikan. 2007. *Naskah Materi Diklat Pembinaan Kompetensi untuk Calon Kepala Sekolah/ Kepala Sekolah*. Jakarta: Departemen Pendidikan Nasional.

Glickman, Carl D,1981. *Developmental Supervision:Alternative Practices for HelpingTeachers, Improve Instruction*, ASCD (Association for Supervision and Curriculum Development), Alexandria, Virginia

Lexy J. Moleong.2000. *Metodologi Penelitian Kualitatif.* Bandung: Remaja Rosda Karya,,

Mantja, Pidarta, Made, 1994.*Peikiran tentang Supervisi Pendidikan.*Jakarta: Bumi Aksara.

Neagley, Ross L. dan Evans, N. Dean.1980. *Handbook for Wffective Supervision of Instruction* Englawood Cliftfs: Praentice Hall, Inc.

Oemar Hamalik,1990.*Administrasi dan Supervisi Pendidikan*, Bandung: Remaja Rosdakarya.

INCREASING CAPACITY MARKET ANALYSIS AND GOVERNMENT INTERVENTION FAILURE ECONOMIC APPROACH THROUGH LEARNING PORTFOLIO PUBLIC

Sukisno; Hadi Suryanto
STKIP PGRI Lamongan
Email: sukisno.sardi@gmail.com

Abstract: The purpose of this study was to determine the ability of students to analyze various dimensions of public economics in society, as well as appropriate learning methods. With this portfolio learning model students are expected to develop the scientific competence of the public economy, ie take decisions on matters relating to public interest reason (critical, creative, anticipatory) and democratically accountable. This competence is integrative which includes all dimensions of public economic competence. This research method using descriptive qualitative approach, where research which serves to describe or provide a picture of the object under study through a data sample or population as is, without analyzing and making conclusions generally applicable. This research trials using T test with the test sample t test saired premises SPSS 20. Based on the research that has been done, and a description obtained conclusions as follows: (1) learning model portfolio Dapa increase students' ability to perform the analysis of Market Failure and Government Interference economics courses public (2) learning model portfolio can improve the ability of students to analyze, (3) learning model portfolio is able to provide meaningful learning to students for direct involvement.

Key words: capability analysis, market failure and government interference and portfolio

Learning public economics are subjects in the study program of economic education the study of various phenomena related to both society at large and the benefits and influence. Therefore learning public economy, the ability to analyze various economic activities are preferred. Purpose analysis capabilities according to Anderson (2001) is for the builders of the ability of students soffskill as follows: (1) be able to distinguish between fact and opinion, (2) can connect conclusion with statements of support, (3) can distinguish between something that is related to something do not have a relationship with a particular case, (4) can determine how an idea associated with other ideas, (5) ensure the assumption conveyed through words a person, (6) to distinguish between something that is dominant from something that is subordinate

Activities that could be categorized as an analysis of activities such as: (1) The ability to differentiate (differentiating), distinguishes between terkat part especially in terms of relevance and value respectively. Assessment form, for example by asking students to identify something that is more important or circumstancesrelevant from a given situation. (2) the ability of organizing (organizing), starting from the process of identifying the parts of the situation or communication, and how everything that enters into a unitary structure intact. So that when doing these activities, students can build a systematic relationship between the whole and the parts information. (3) attributing, also called deconstruction process. This process occurs when students b can know for sure about the viewpoint, deviations, and the main goal.

The same opinion was also expressed by Yamin (2007), that the analysis is the ability to identify, separate and distinguish the components or elements of facts, concepts, opinions, assumptions, hypothesis or conclusions, and examine each component to see whether there is a contradiction. Indicator analysis capabilities, which differentiate, mendiagramkan, identifying, and selecting. The observation of the researcher during the

taught courses in public economics in the economics of education courses, the ability of the students associated with the ability to analyze still quite minimal and should receive habituation to analyze the kinds of things about the economy public.Disamping less skilled students in communicating issues related to public economy, especially during class discussions. Through learning this portfolio is expected to improve the ability of public economic analysis.

According to Arnie Facar (2004) mentions the notion portfolio as follows. The portfolio is a collection of the work of learners with specific intent and integrated selected according to the prescribed guidelines. The guidelines vary depending on the subject and the purpose of portfolio assessment. Usually a portfolio of selected works from the students, but in this learning model of each portfolio contains selected works from the entire student body as a whole that works cooperatively choose, discuss, look for information, process, analyze and find solutions to a problem that is studied.

According Nuryani in Nugrahaeni (2007) strengths and weaknesses of the learning model portfolio is (1) Excess learning model portfolio is (a) allows educators to access the ability of learners to create, produce a variety of academic work; (b) Allows educators assess skill or proficiency of learners; (c) Promote collaboration between learners with educators, among learners with other learners; (d) Allows educators intervene in the process and determine where the educator need help; (2) The weakness of the portfolio learning model is (a) Requires a relatively long time; (b) Educators must be diligent, patient and skilled; (c) There is no standard. Winataputra (2005) argues that a portfolio is a collection of student work with a specific purpose and unified selected according to the prescribed guidelines. Portfolio in Civics learning developed in this study is a collection of well-structured information that describes a class plan with regard to public policy issues that have been decided to be studied by students, either in small groups or as a whole class. This information collection is divided into two forms, namely impressions portfolio and portfolio documentation. For impressions portfolio, presented in the form of four board panel containing the best information and the most important student who has obtained from various sources. While the portfolio of documentation collected in a binder clip that describes the overall student information that has been obtained relating to the cases studied. In this context, the portfolio is also intended as a collection of student work that reflects the results of the overall activity of the students in performing the tasks of learning learning task) in the context of the learning experience (learning experiences) overall.

Step-by-step learning model portfolio consists of six steps learning Winataputra, (2005), which consists of: (1) Identify the problems that exist in the community, in this stage, there are several activities carried lecturers with students, namely: discuss the purpose, looking for trouble, what students who know, about the problems in society, and gave a homework assignment about the problems that exist in the communities that they consider important in accordance with the abilities of students; (2) Selecting a problem for the study of class, before choosing issues to be assessed should the students assess prior knowledge they have about issues in the community, with the following steps: (a) Examining the problem that has been collected; (b) Establish a democratic election on the issue they will examine by choosing one of the problems that have been written on the blackboard; (c) Conduct further research on the subject that was chosen to be studied by

collecting information. (3) Gather information about the problem to be studied in class, steps in this phase are as follows: (a) Identify sources of information; (b) Revisit to obtain and document information; (c) collection of information; (4) Develop a class portfolio, At this stage, students should have completed enough research to begin to create a portfolio class, with the following steps: (a) The class is divided into four groups and each group will be responsible for making a part of the portfolio; (c) Lecturer review assignments details for the portfolio; (d) The lecturer explained that the information collected by the research team will often be beneficial to more than one group portfolio. (e) Lecturer explains the specifications of the portfolio are part views and part documentation in each group. (5) Presentation of the portfolio (showcase). In organizing the title case (show case), the teacher as the organizer should do things as follows: (a) Preparation show case; (b) The opening of the showcase; (c) Presentation by groups that have been formed with a question and answer by the jury; interlude, the audience response, the announcement of the jury, criteria and assessment format. Presentation of the portfolio (showcase) carried out after completing class portfolio of display and documentation portfolio. Implementation can be done at the end of the first semester or the end of the second half along with the increase in class. It depends on the condition and situation. (6) Reflecting on the learning experience. In reflection of this activity students are invited to do an evaluation of what and how they learn. The purpose of reflection is to learn to avoid mistakes in the future and improve student performance.

The purpose of this study was to determine the ability of students to analyze various dimensions of public economics in society. Moreover, with capacity as future generations, students can practice to provide input to the public in environmental economics. from this activity is expected to increase in the quality of citizens who are intelligent, creative, participatory, prospective, and responsible. The use of this model involves the entire student students taking economics courses public. in the implementation process of learning about public economics, public economics by identifying, and then work step by step to be able to propose and create economic analysis public. Students learn methods and techniques discussed various public economic problems that exist in the community, visiting government offices, and discuss various sources of public economics. Students also. equipped with ways to improve the conditions that exist in a society and learn to understand that in the face of a problem can not immediately solve it, but first must go through several steps and techniques systematically.

With this portfolio learning model students are expected to develop the scientific competence of the public economy, ie take decisions on matters relating to public interest reason (critical, creative, anticipatory) and democratically accountable. This competence is integrative which includes all dimensions of public economics competence. Based on the above, the analytical skills of students to public economics referred to in this research is the ability of students to identify and select the impact of the economic behavior of the public as well as solutions policies made by the government, and then organize the information obtained from the policy in the form of performance.

METHOD

This research method using descriptive approach qualitative non-parametric, according sugiono (2006) study description is research bersungsi to describe or provide a picture of the object under study through a data sample or population as is, without analyzing and making conclusions generally applicable. Test this study using T test with test saired sample t test premises SPSS 20 Object of research is student of economics who are taking economics courses public in 2015 STKIP PGRI Lamongan which amounted to 12 the number of men 3 and women as much as 9 people.

RESULTS

Before the study researchers conducted observations in the classroom to determine the level of a student's ability to analyze, before the test assessment instrument to determine the validity of data and istrumen used. The following test data.

The reliability test of data

Before istrument applied to conduct the research done reliability test with SPSS 20 software, recorded as the table below:

Table 1 Data Normality Test

Cronbach's Alpha	N of Items
.928	5

From table 1 above, it is known that the Alpha value of 0.928 then this value we compare it with the value rtabel with a value of N = 12 look at the distribution of values rtabel 5% significance (r table significance of 5% and 1%) values obtained rtabel amounted to 0.578 Therefore we can conclude Alpha = 0.850> rtabel = 0.444 means that the data of this study can be said to be reliable or reliable as the data in the study

From the research results can be siketahui ability to analyze Fact and Opinion student seen from the pretest and posttest learning methods use the portfolio as shown in Table 2 below:

Table 2 The ability to analyze Fact and Opinion

Value pretest			Value posttest		
Category	Frequency	Percent	Category	Frequency	Percent
Less	8	66.7	Good	1	8.3
Enough	4	33.3	very good	11	91.7
Total	12	100.0	Total	100.0	100.0

The above data shows that the time of the pretest there were 8 students have the ability to analyze the facts and opinions of 12 people found Capacity of 8 people have less (66.7%) whereas students with sufficient capacity of 4 people (33.3%). after learning the acquired portfolio of 11 students have the ability to very good (91.7%) and 1 (8.3%) people have a good ability.

Results of research on the ability to distinguish key information and supporting information pretest and posttest student learning methods portfolios use the result as shown in Table 3 below:

Differentiating Capabilities Table 3 Key Information and Support Information

Value pretest			Value posttest		
Category	Frequency	Percent	Category	Frequency	Percent
Less	10	83.3	Good	2	16.7
Enough	2	16.7	Very good	10	83.3
Total	12	100.0	Total	12	100.0

From Table 3 can be explained that for the students' ability to distinguish key information and supporting information pretest results obtained as many as 10 people (83.3%) have less ability and 2 (16.7%) have sufficient capacity. Being after doing the learning portfolio of data obtained 2 (16.7%) have the ability, as well as 10 people (83.3%) have a very good ability.

The research data link capability describes the selected resources students can use the value of pretest and posttest learning methods portfolios as shown in Table 4 below:

Table 4 Explaning Ability Linkage Selected Resources

Value pretest			Value posttest		
Category	Frequency	Percent	Category	Frequency	Percent
Less	10	83.3	Good	2	16.7
Enough	2	16.7	Very good	10	83.3
Total	12	100.0	Total	12	100.0

Table 4 above shows that the level of ability to explain the relationship that the selected resources obtained pretest before teaching portfolio value was 10 people (83.8%) have less ability and 2 (16.7%) have sufficient capacity. after learning portfolio in the can 2 people (16.7%) have good ability and 10 (83.3) has a very good ability. Results of the study's ability to make inferences student pretest and posttest results of the use of learning methods portfolios as shown in Table 5 below :

Table 5 Ability to Make Conclusions

Value pretest			Value posttest		
Category	Frequency	Percent	Category	Frequency	Percent
Less	8	66.7	Good	1	8.3
Enough	3	25.0	Very good	11	91.7
Good	1	8.3			
Total	12	100.0	Total	12	100.0

Table 5 shows that the ability of students to make a conclusion, the data pretest showed 8 (66.7) had less ability, 3 (25%) have sufficient capacity and 1 (8.3%) have a good ability. after learning the portfolio gained 1 (8.3%) have good ability and 11 (91.7) has a very good ability.

From the research results can be obtained Ability mengaitak conclusions with facts and supporting statement, the results of pretest and posttest learning methods use the portfolio as shown in Table 6 below:

Table 6 Ability Meng aitkan Conclusion d ith Facts and Per n yataan Supportive

Value pretest			Post value t est		
Category	Frequency	Percent	Category	Frequency	Percent
Less	11	91.7	Good	1	8.3
Enough	1	8.3	Very good	11	91.7
Total	12	100.0	Total	12	100.0

Table 6 can be explained that the level of students' ability to link the conclusions with facts and statements supporting the values obtained pretest 11 (91.7%) have less ability and 1 (8.3%) have sufficient capacity. whereas after learning portfolio data obtained 1 (8.3%) have good ability and 11 (91.7%) have a very good ability.

Paired Samples T Test

To know there is an increased ability to analyze students then tested the Paired sample t test tebel obtained as follows:

Table 7 Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. De viation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 before - after	-2583	.515	.149	-2911	-2256	-17 379	11	.000
Pair 2 before -after	-2667	.492	.142	-2980	-2354	-18 762	11	.000
Pair 3 Before - after	-2667	.492	.142	-2980	-2354	-18 762	11	.000
Pair 4 Before - after	-2500	.674	.195	-2928	-2072	-12 845	11	.000
Pair 5 Before - after	-2833	.389	.112	-3081	-2586	-25 215	11	.000

7 of the table above can be seen that significant value is 0,000 because sig 0.000 <from 0.025 then Ho is rejected. so there is a significant improvement on students' ability to perform activities of analysis

DISCUSSION

Data the ability to analyze the facts and opinions of students performed a pretest showed that while there were 8 students have the ability to analyze the facts and opinions of 12 people there are 8 people have memampuan less (66.7%) whereas students with sufficient capacity of 4 people (33.3%) , so that the average value to 1.33, after learning the acquired portfolio of 11 students have the ability to very good (91.7%) and 1 (8.3%) people have a good ability to obtain an average value to 3.92 so there is an increased ability to analyze fata and student opinion significantly.

The ability of students distinguish key information and supporting information pretest results obtained as many as 10 people (83.3%) have less ability and 2 (16.7%) have sufficient capacity. with an average value of 1.17. Being after learning dilakulakan portfolio data obtained 2 (16.7%) have the ability, as well as 10 people (83.3%) have the ability to very good, with an average value of 3.83 so there is a rise in the average value

of significant , it means that there is an increased ability to distinguish key information and supporting information.

The ability to explain the relationship that the selected resources obtained pretest before teaching portfolio value was 10 people (83.8%) have less ability and 2 (16.7%) have enough ability to obtain The mean value of 1.17. After learning in the portfolio can be 2 people (16.7%) have good ability and 10 (83.3) has a very good ability so that the average value of 3.83. This shows that there is a significantly improved ability to analyze and menjelakan linkages main source is selected.

The ability of students to make a conclusion, can the data in the pretest 8 (66.7) had less ability, 3 (25%) have sufficient capacity and 1 (8.3%) have a good ability with an average value of 1.42. After learning the portfolio gained 1 (8.3%) have good ability and 11 (91.7) has a very good ability with an average value of 3.92. This indicates that there is an increased ability to make inferences students are sigifikan.

The ability of students to associate the conclusions with facts and statements supporting the values obtained pretest 11 (91.7%) have less ability and 1 (8.3%) have sufficient capacity and average value of 1.08 while after learning Data obtained portfolio 1 (8.3%) have good ability and 11 (91.7%) have a very good ability with an average value of 3.92. From these data it can be seen there is an increase in the ability of students to associate the conclusions and statements that support the sigfinikan.

Paired sample test results indicate that there is an increased ability to analyze student learning portfolio after this is evidenced by sig 0.000 <0.025 then Ho is rejected. so there is a significant increase in the ability to analyze student.

CONCLUSION

Based on the research that has been done, and the description can conclusions as follows: (1) The learning model portfolio can increase students' ability to perform the analysis of Market Failure and Government Interference public economics courses (2) Model portfolio learning can improve students' ability to analyze, which includes the student's ability to distinguish between facts and opinions, identifies key information and supporting information, a description of how resources are selected, concludes one's opinion, and hooking up with a conclusion that supports the statement. (3) The learning model portfolio is able to provide meaningful learning to students for direct involvement.

References

Anderson. (2001). *Taxonomy of learning*

Arnie Fajar 2004. *Portfolio in Learning IPS*. Bandung: Remaja Rosdakarya.

Dasim Budimansyah. (2003). *Model-based learning portfolio*. Bandung: Genesindo

Nuryani R. (2005). *Biology Teaching and Learning Strategies.* Malang: State University of Malang.

Nuryani Rustaman. 2007. *Pendidikan Biology Education. Hand Book of Science and Education Applications FIP-UPI*. Jakarta : IMTIMA.

Persada Press.Udin S. Winataputra. (2005). *SD Civics and learning materials.* Jakarta: Open University.

Sekar Purbarini Kawuryan, *Upgrades Analysis of Public Policy Through Learning Model Portfolio At Civic Education Course Basic Concepts*

Sugiyono. (2007). *Educational research methods: a quantitative approach, qualitative and R & D*. Bandung: Alfabeta

Wina Sanjaya. 2010. *Strategies Oriented Processing Standards Education*. Jakarta : Kencana

Yamin, Martinis. 2007. *Professionalization of Teachers and the Implementation of KTSP*. Jakarta: Gaung

THE MODEL OF QUALITY ASSURANCE IMPLEMENTATION AS A FORM OF CONTROL FOR ORGANIZATIONS

Sunarni
State University of Malang
Email: jengnarni2011@gmail.com

Abstract: This study aimed to implement the quality assurance as an internal and external organization control, identify quality assurance variables, and find the models of its implementation. This research used mixed approaches of quantitative and qualitative techniques specifically used a sequential explanatory design. The study involved a population of SMKN Malang that consists of 12 schools that were selected through a saturated sampling technique. Questionnaires were administered to the respondents in order to collect the quantitative data, and some case studies were applied through interviews and observations to get the qualitative information at MKN4 Malang. Results show that 1) the implementation of internal quality assurance has been conducted adequately at SMKN Malang. 2) Participants reported that the external quality assurance audit has been carried out properly. 3) The variables of the quality assurance to be included in the internal and external audit are: substantive management areas, management functions, and hierarchical input-output process. The ISO certificate used the ISO 9000 standards, and 4) The implementation model of the ISO Accreditation Team is established to prepare the accreditation programs for the school system.

Key words: model of quality assurance**,** organization, accreditation

Vocational school is an organizational institution. As a concept, organization is a systematic cooperation between two people or more for the purposes of producing goods and services. It can be in a formal or an informal form (Robbins, 1998). Bartol, *et al* (2002) defined it as "two or more persons engaged in a systematic effort to produce goods or services". If the organization is implemented at schools, it may constitute of a group of educators (teachers), supervisors, principals, administrative/laboratory staffs, and school guards who interact and depend on each other to achieve the school goals. The school needs management functions that include planning, organizing, leading, and controlling. According to Bartol, *et al* (2002) management refers to "the process of achieving organizational goals by engaging in the four major functions of planning, organizing, leading, and controlling". Massie (1964) defines it a the process by which a cooperative group directs actions toward common goals. Such a process involves techniques by which a distinguishable group of people (managers) coordinates people' activities; managers rarely perform activities by themselves. The process consists of these basic functions that can be used as an analytical approach for studying management". Kurniadin and Machali (2012) stated that education management is an effort to achieve the goal of education system consisting of planning, organizing, actuating, and controlling educational related efforts. This sort of management area covers curriculum, human resources, finance, student affairs, facility/ infrastructure, and public relation.

The concept of Total Quality Management (TQM) has been proposed by Dr. Edwards Deming in 1940, but it is firstly implemented as the management principles of American workers in responding to Japanese industry movement in 1985. The key elements of the TQM include confidence, training, teamwork, leadership, recognition, and communication. Pandhi (2000) declared the successful implementation of TQM depends on eight key elements: 1) Ethics; 2) Integrity; 3) Trust; 4) Training; 5) Teamwork; 6) Leadership; 7) Recognition; and 8) Communication. These elements can be grouped into

four groups by its functions, among others: 1) Foundation, consist of: ethics, integrity, trust; 2) Building brick consist of: training, teamwork, and leadership; 3) Building mortar, consist of: communication; and 4) Roof, consist of: recognition.

Sonhadji (2012:195) stated that the quality of assurance is an implementation of government policies as an attempt to set up organization so quality/ excellent. Education requires the standardization assessment of the quality, while the meaning of quality standards is alloy properties of goods or services, including management system which establish relative and according to the customer requirements. Quality is the function of the selection and control. Basically the quality assurance is indispensable in the field of education. The improvement of the quality becomes increasingly important for organizations in order to have a better self control. Since the school is an organized system, it is necessary to assess their customers' expectations, level of satisfaction, and the trust of the public to send their children to the schools. Internal quality assurance must serve as an institutional policy. The school can determine the quality system itself. Thus, it is able to supervise the systems or procedures based on standards that have been set up.

Accreditation is constitute of quality assurance that implemented by external parties that is Quality Assurance System (*Sistem Penjaminan Mutu/SPM*). As mentioned in National Regulation Number 20 2003, article 60: "(1) Accreditation is carried out to determine the feasibility of the program from education unit in formal education and informal at all levels and types of education. (2) Accreditation to the program and the educational unit carried out by the government and / or an independent institution authorized as a form of public accountability. (3) Accreditation is done on the criteria basis that is open". National Education Minister Regulation No.63 Year 2009 about Education Quality Assurance System, Chapter 1, and Article 1 states that: (1) Quality of Education is the level of intelligence of nation's life which can be achieved from the implementation of the National Education System. (2) Guarantee the quality of education is a systemic activity and integrated by unit or education programs, organizer of units or education programs, local government, government, and society to raise the level of intelligence life of the nation through education".

Preparation is needed from school to prepare for accreditation to make school still exist. If the school has good accreditation (good quality), then automatically the public will be interested. People are willing to pay expensive for educate their children at the school and vice versa. Therefore, the willingness and satisfaction of stakeholders need to be taken into account. The education is need standardized assessment of the quality. In addition, quality assurance is needed to maintain the quality both internally and externally. To prepare for an external quality assurance conducted by the Institute for Quality Assurance, school will prepare a report material within long relativity which is a form of institutional policy.

The results from Sukrisno (2008) showed (1) the overview of effectiveness Assurance System, team performance, organizational learning, accountability of service quality. The management responsibility which perceived by respondent has a good average category, (2) the higher of management responsibility are not followed by more the effectiveness of quality assurance system, (3)the higher accountability of service quality are not followed by the increasingly of quality assurance systems, (4) the stronger quality culture followed by the increasingly of the effectiveness quality assurance system,

(5)the higher of learning organization not followed by the increasingly effective quality assurance system, (6)the higher performance of the team followed by more effective quality assurance systems, (7)the higher responsibility of management are not followed the increasingly of effective quality assurance system, although accompanied by a high quality of service accountability, (8) the higher of the management responsibility followed by the higher quality of service accountability, (9) the higher of management responsibility followed by increasingly effective quality assurance system, as long as it is accompanied strong quality culture, (10) the higher of management responsibility not followed the increasingly of effective quality assurance system, although accompanied by the high organizational learning, (11) the higher of management responsibility followed by the higher of organizational learning, (12)the higher of management responsibility followed by the increasingly effective of quality assurance system, as long as accompanied by a team of high performance, (13) the higher of management responsibility followed by the higher performance of the team, as long as accompanied by high organizational learning, (14) the higher of management responsibility followed by the higher performance of the team, (15) the higher of management responsibility is not followed by the higher performance of the team, after accompanied by a strong quality culture, (16) the higher of management responsibility followed by the increasingly strong quality culture, (17) the stronger quality culture are not followed by the higher performance of the team, (18) the higher of learning organization followed by increasingly quality assurance system, provided accompanied by a team of high performance, (19) the higher of the organizational learning are followed by the higher performance of the team, (20) the higher accountability quality of service not followed by increasingly effective quality assurance systems, although accompanied by a high organizational learning, and (21) the higher accountability of service quality followed by the higher organizational learning.

According to Mawardi (2014) results of the study are: (1) the plan of Quality Assurance System (QAS) in learning formulated through a self-evaluation by involving all the components which produce *madrasah* work plan, work plan and budget, and learning work plan (syllabus preparation and *RPP*). (2) QAS implementation learning categorized in two aspects which is a prerequisite execution (standard load in teaching teachers, the use of *RPP* and Syllabus, availability of learning resources as well as learning media) and the implementation of learning (initial activities, core, and the end). (3) Monitoring and evaluating activities carried out in lesson study, and implemented internally (Head of *Madrasah* and P2M2) and external (monitoring team from the Ministry of Religion Affairs Malang).

Based on the references, the aim of research discusses: 1) investigate the implementation of internal quality assurance organization, 2) investigate the implementation of an external quality organization according to the perception of the quality assurance section, 3) identify the variables which became the basis formulation of internal quality assurance organization, and 4) to explore the models quality assurance as a form of control vocational school organization in Malang.

METHODS

This research used a mixed research approach. The sequential explanatory design (Creswell, 2009) was applied as an alternative strategy of this study. The quantitative approach was used to explore the implementation of quality assurance as a form of internal and external control of the organization. It identified the variables of the formulation of quality assurance and find a model of quality assurance as a form of control vocational school organization in Malang.

The quantitative approach, this study population is vocational school in Malang which consists of 12 schools. The samples were selected using a saturated sample design that took all the population of 12 vocational schools in Malang. However, for certain purposes, the data from SMK 7 cannot be retrieved. In qualitative approach, the researcher is the key instruments. The sources of data are: the principal, part of quality assurance, teacher, and clerical officers. From the research sites of the 11 vocational schools in Malang, one school has been selected as the one that obtained the best quality assurance organization standard, that is SMKN 4 Malang which is located at Jl. Tanimbar 22 Telp. (0341) 353798, Klojen Malang City.

The quantitative approach as a first step for data collection technique used closed and open questionnaires employing Likert scale type. The data were analyzed descriptively. Data collection of qualitative approach technique used an interview techniques, document analysis, and observation. Data analysis technique applied the models of Miles and Huberman (1992:20) as an interactive model.

RESULTS AND DISCUSSION

The results of the data analysis for all respondents from 11 vocational schools in Malang have obtained "A" accreditation and all have been a part of the Internal Quality Assurance Agency. Reasons: 1) ISO is a commitment to the school community, 2) ensure the procedures and quality management systems implicated well and part of preventive and correction, exist of quality assurance as a condition of the customer, and 3) as a reference for administration, human resource development as accountability to stakeholders. The reason schools maintain the quality, because: 1) Unity of commitment in administration, 2) institution which manage the quality better, will ensure the agency pursues the objective to be achieve in accordance with the vision, mission, and objectives of the school, 3) part of the excellent service, the quality school will add to the confidence of the public, has board implications against many aspects in schools and community development in general, 4) that all the activities/work always cannot be separated from the *SOP* and according Auth.

The implementation of internal quality assurance is running smoothly, with reasons: a) all audit and auditors are cooperate and always coordinate and help each other, b) besides be formed internal audit team, also routinely in every year the quality management is audited by an external auditor from professional agency, and c) become the duty of every year, besides included in the SOP and demands prior to the external audit.

The Implementation of Quality Assurance Internal in vocational school (*SMKN)* Malang declare of 9 (81.82%) stated very good and the remaining of 2 (18.18%) stated good. The debriefing of agency to hold in Section/ Internal Quality Assurance Agency, from the analysis that to hold in part/ Internal Quality Assurance Agency for institutions

(*SMKN* in Malang) get many of briefing form and training workshop. The debriefing education is carried by one school 2 times, the workshop conducted by 8 schools 13 times, training by 7 schools 20 times, and seminar by 2 schools 6 times.

The Person Who Sets The Standard Quality of School/Institution.

The results of data analysis that the person who sets the standards are all people in school (100%), involve the school principal, involve the Section Quality Assurance Agency for School and involve the teachers as much as 9 schools (81.8%), involve the school committee and *DU/DI* as many as 7 schools (63.6%), involve the parents as many as 5 (45.5%), and involve the others 0 (0%).

The amounts of membership in Section Quality Assurance Agency for School are on average 15 people. While its members come from the teachers (100%), from among the committee that there are four schools involved (36.36%), *DU/DI* 1 (9.09%), and involving parents 0 (0%). While others, especially SMKN 2 involves: The vice Principal, *Kakompli, BK,* Library, and Administration.

The execution of the task as Part of the Quality Assurance Agency for Schools

From the number of respondents no one answered 1 and 3 months. 6(54.55%) schools answered 6 months, 4 (36.36%) schools answered 1 year, and 1(9.09%) school answered 5 years.

The planning of system quality assurance in the schools as intuitions as many as 9 (81.82%) included in school programs and 2 (18.18%) of its own, others 0 (0%). The plan in the quality assurance system is need to be implemented, with reasons: a) that all programmed properly, b) is a standard primary and first in each unit, c) the goals of quality assurance in schools all unit can be achieved in accordance with a predetermined time, d) synchronized the execution and process activities well done by a team of internal auditors as well as work units, and e) clear in an accountable and clear in a target and an evaluation.

The evaluation report on quality assurances in school accounted for 11 schools (100%) to the school principal, while to the school committee for 6 schools (54.55%), *DU/DI* for 4 school (36.36%), teachers for 7 schools(63.64%), and parents for 4 schools (36.36%). While other for SMKN 2 Malang to PT DQS Certification Indonesia, and SMKN 3 Malang to the Quality Assurance Agency.

The role of school principal in the Quality Assurance System of school/institution, are: 1) as a coordinator, 2) as a balancer/ an adviser/ a protector, 3) as a motivator, 4) give the facilities. While the principal hopes want the implementation of school management system running as planned and in accordance with the procedures, thus can give a wide space, duty, authority to grow and innovate. This is because of all have responsibilities in maintain the quality to realize the visions, missions, and goals together.

The results of interview with the principal about the existence of internal quality assurance and the reason that school quality can be maintenance/ enhanced to gain sympathy/ the trust from the community, and described as follows "In our school, there is a part which handles quality assurance. It is the underlying quality of school to be upgraded, because the quality school will gain the trust from the public. (W/KS/A2/ March 18 2015). This matter reinforced by the statement of the chairman of the ISO

Team Mr. M. Asrofi, M.Pd stated, "Yes, in here there is "ISO Team" which consists of several teachers, to let this school quality is maintained. In addition, the public/ parents believe and want to send their children in here. (W/KT/A2/ March 18 2015). There are changes the purposes of the applicable time *RSBI* and after *RSBI*. At the time *RSBI* School, each school especially the majors that already established is expected to obtain ISO 9000 certificate as a picture that quality at the department/ school are already guaranteed. As the principal said as follow, "if at the time of *RSBI* we must get ISO certificate, but after *RSBI* disband we are advised to obtain accreditation". (W/KS/A2/ March 18 2015). While the target need to be achieved in forming ISO Team/ accreditation is each department accredited A, and received ISO certification. In accordance disclosed by the principal, " Yes, get A grade and get ISO Certificate." (W/KS/A3/18 March 2015).

The ISO Team Leader, Mr. M. Asrofi, M.Pd and Mrs. Yuni have same opinion, "The final goal is get A accreditation and ISO in each field because the total is 6 but still get in 4 fields. Yes… in here there is 6 fields, of which 4 get the A accreditation and ISO, for 2 other still on stage submission… because those fields are still new." (W/KT/A3/18 March 2015). The hopes "Yes, hope this school can get A accreditation in all fields and get ISO Certificate." (W/G/A3/18 March 2015).

The researcher found the accreditation certificate, ISO Certificate, and many other championships certificate which reflecting that SMKN 4 Malang is one of calculated SMKN by community. All of the certificates on display in the room of principal, lined in the corner west, (O/A3/18 March 2015). The implementation of internal audit in preparing ISO and accreditation, expressed by the principal, "Its implementation running is smooth and good. All of team gives support, me as a principal, teachers, school committee, parents, furthermore *DU/DI*", (W/KS/A3/18 March 2015). Like Mr. Asrofi, M.Pd said that the role of principal is really helpful of ISO Team during the duty as an internal quality assurance team. The result of interview can be presented, "The role of principal is really good, really helpful. The facilities and infrastructures are very cultivated, because the purpose for the school itself also." (W/KT/A3/18 March 2015). The obstacles faced by the ISO team in prepare the accreditation and ISO comes from the teacher that is the difficulty of coordination because of busy in each teacher to teach. While the solution taken by divide tasks to Team and archiving it as well, sometimes made coordination by SMS, by phone, and another IT devices. We divided the work with Team to make it easier." (W/KT/A8/18 March 2015).

According to the respondents for implementation of External Quality Assurance, contend that the appropriate institution in establish quality assurance (SPM) external of all sample SMKN in Malang City (100%) answered the independent party and not the government. The implementation of external quality assurance are gain a frequency of 3 (27.27%) carried well. A total of 8 (72.73%) held with very good. The quality assurance implementation both of internal and external get a frequency of 3 (27.27%) performed well. A total of 8 (72.73%) implemented with very good. The assessment implementation of accreditation by the Accreditation Board for Secondary School assessed by respondents in term of openness: 1) Accreditation Board for Secondary Schools in auditing, carried transparently and implement according to prevailing standards, 2) verification, clarification, confirmation at some place followed by a team of accredited, 3)

the instrument is clear and objective, valid, and reliable, 4) all files accredited are sought filled, but if there are deficiencies the assessor will informed and show the solution.

Variables of substantive management areas used the quality assurance system in school is the curriculum, source of human resources, infrastructure as many as 11 schools (100%); studentship and public relation 10 (90.91%); and finance as many as 8 (72.73%). While other form of: TAUS production units/ administration, program expertise, industry, SMM ISO, and UPJ. Variable management functions used the quality assurance system in school is all school carry out management functions, namely planning, implementation, and evaluation for all SMKN (100%). As well as the other further action is action program for SMKN 6 Malang. Variable substance management used in quality assurance in the school system as much as 10 (90.91%) in pay attention to input a hierarchical system, as much as 11 (100%) in pay attention to the process, and as much as 11 (100%) in pay attention to the output, while there are 7 schools (63.64%) pay attention to its outcome. The results of the questionnaire mentioned that in making the quality assurance system school (*Sistem Penjaminan Mutu/ SPM*), *SPM* school be made based on the instructions and directives of the ISO institute, there is its *SOP,* and procedural, but still overlapping with *SMM*.

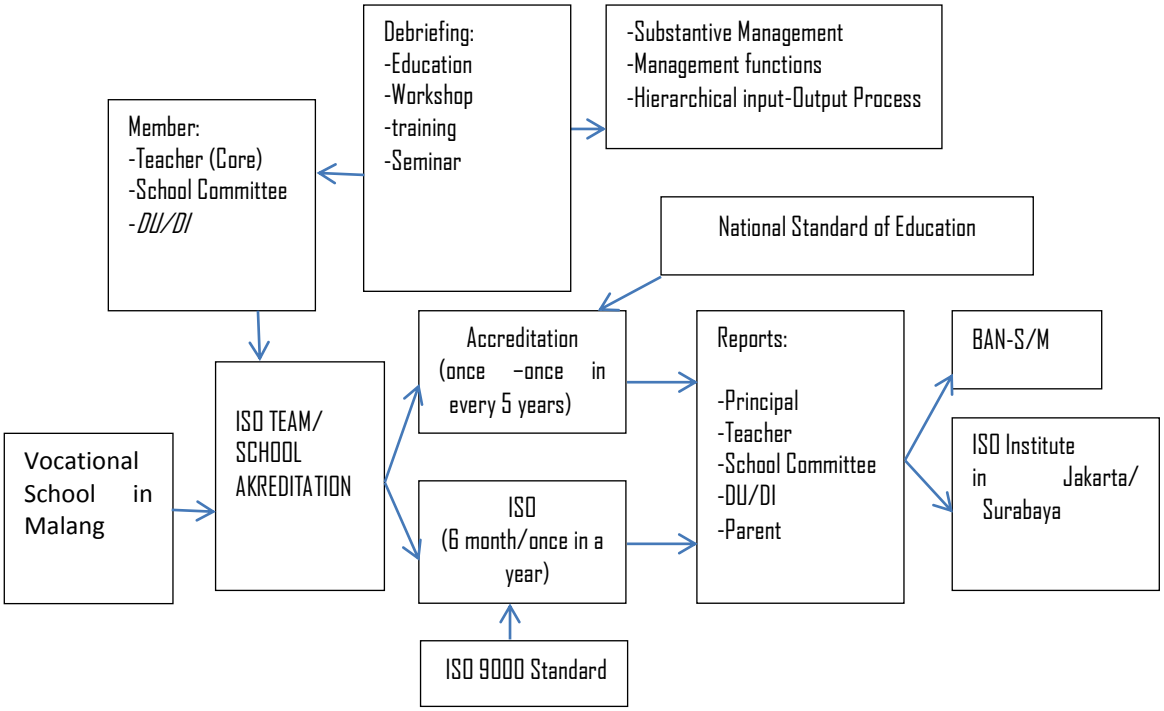
The variables that need to be prepared are in accordance with the National *SPM*, whereas ISO is simpler. The implementation of Auditor Team BAN-SM and ISO in a very open assessment, everybody can access it. As described by ISO Team Mr. Asrofi, M.Pd as follows, "we prepare things that exist in accreditation standards, there are 7 or 8 standards, and we just need to fill out the things that were there. For the ISO variables are simpler than the accreditation." (W/KT/A6/18 March 2015). In accordance with the results of observation researchers as follows: the results of observation quality assurance at SMKN 4 Malang there are so many folders are well-kept in the cupboard or on it, which contains of data: evaluation, personnel, collection of *RPP*, financial, incoming mail, outgoing mail, infrastructure, and others. The information from the head of quality assurance said the data are here to prepare for school accreditation and ISO". (0/A6/18 March 2015).

The results of interviews with Mrs. Yuni, S.Pd as a member to held an internal assurance school. The interview result revealed that the school is good, get the accreditation first and after take a deal with ISO, but instead the school are not good yet try to get ISO first and after that get the accreditation. To get accreditation and ISO must be in per each field not in 1 school. "for school that have been developed, it has the accreditation first, but for school that have no developed, it must take the ISO first and then can get the accreditation." (W/G/A7/18 March 2015). The results of interview with the head of ISO Team Mr. Asrofi, M.Pd and Mrs. Yuni, S.Pd, declared that the accreditation held on once every 5 years, and ISO in every year. In preparing the accreditation is more complicated than preparing ISO. "Prepare for the accreditation 5 years and for ISO at the first time in each 6 months, but after deemed good have changed once in every year. It is more complicated in prepare of the accreditation than ISO, because ISO itself is the part of the accreditation. In the accreditation there is a question we must answered, and must prepare the documents and more complicated than ISO, (maybe because already accustomed, so it fell easier). (W/KT/A7/18 March 2015). "Alhamdulillah we get A accreditation, but from 6 fields we just get 4 for the

accreditation, for the 2 field other still not. If accreditation we must take care of within a period of 5 years once. If ISO in every year." (W/G/A7/18 March 2015).

The results of interview about the agency which gives the ISO certificate from Jakarta and also from Surabaya. Because Surabaya is very close and facilitate the maintenance of ISO, then choose the institution in Surabaya. In line with Mr. Asrofi, M.Pd and Mrs. Yuni, S.Pd statements, " in the past our ISO cooperation with Jakarta institutions in charge of ISO, but now in Surabaya already exist, thus just moved to Surabaya, closer to deal with matters related." (W/KT/A7/18 March 2015). "There is from Jakarta, and also from Surabaya, in the past all of from Jakarta, because now the branch is existed in Surabaya, so we choose the closer place, so it becomes easier." (W/G/A7/18 March 2015). While the transparency in the assessment by the accreditation assessors, very transparent and very helpful. Because the program can be accessed from internet and there are technical instructions. Like stated" No, everything are open, we send used material, and then we fill and *BAN-SM* rate this. If there is some deficiency we can fix it first. The standards (the rate is clear). All is open.." (W/KT/A7/18 March 2015). The research result which is conducted by the mixing method (performed quantitative followed to qualitative) produces two findings, namely: internal audit management models in SMKN Malang and flow models to obtain the accreditation and ISO. The model for an internal quality assurance is presented in Picture 1.

Based on Picture 3.1 stated that *SMKN* schools in Malang established the Agency/Part of Quality Assurance/ISO Team/Accreditation Team which the member consists of teachers (as a core team), school committee, and *DU/DI*. Before being given the task of carrying out as a team, there is a briefing from school, among others given education/ workshops/ trainings/ and seminars. This team on duty to prepare for accreditation in once every 5 years and prepare ISO for every 6 months (new stage), if it is long it be once for each year.



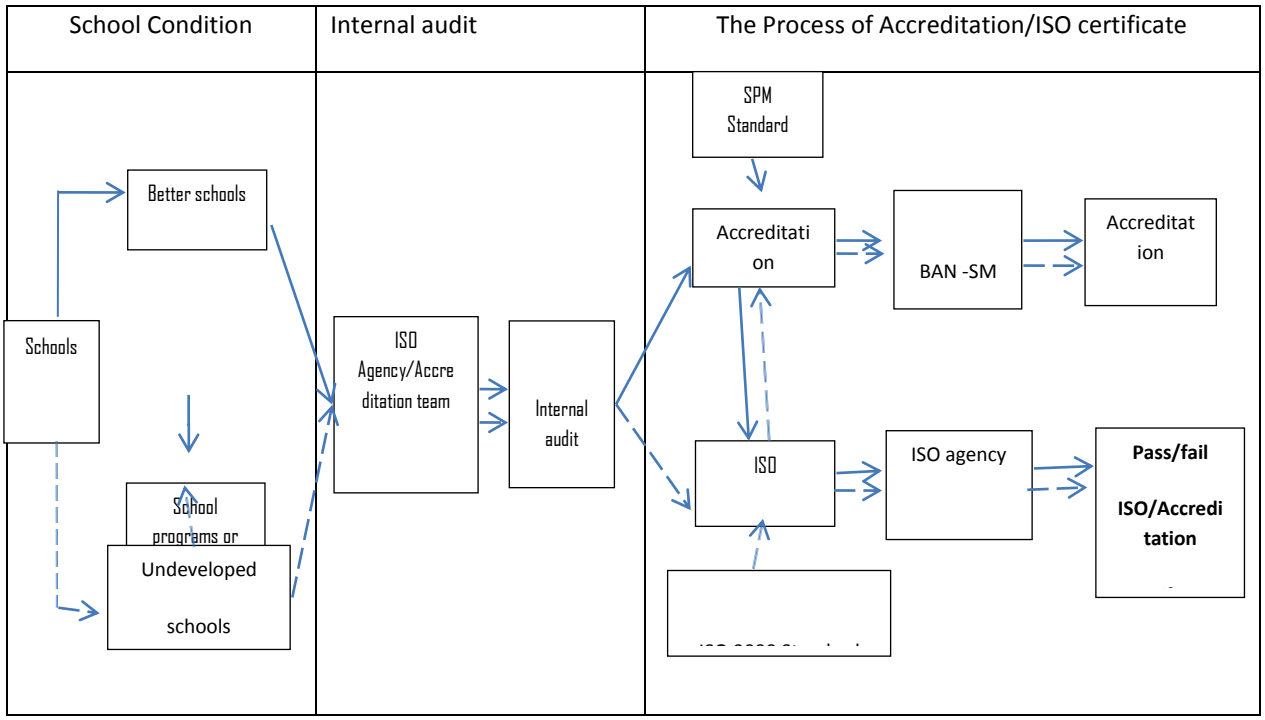
Picture 3.1 Flow Model of the Internal Quality Assurance at SMKN Malang

Accreditation is based on the quality assurance system of *BAN-SM* (8 Standard National Education), while the ISO using standard ISO 9000. The next is the result of the internal audit first to the principal, teacher, school committee, *DU/DI*, and parent. After this process the next step go to the BAN-SM to obtain the accreditation and go to the ISO institute in Jakarta or Surabaya.

The flow model to obtain the accreditation and ISO presented in Picture 2. On these model take into account school conditions (good and un-development school) on each fields hope can get the accreditation and ISO. For good school, it can take care of the accreditation first after that proposes to take care of the ISO. For un-development school, it must take care of the ISO first and then propose the accreditation. Thus, the schools formed Agency/ ISO TEAM/ Accreditation Team conducting internal audit. From these team to prepare the accreditation based on the standard SPM BAN-SM to get accreditation with criteria the expected maximum that is grade A and ISO standards based on ISO 9000 to get ISO certificate. Flow models of accreditation and ISO presented in Figure 2.

The result of the data analysis shows that the quality assurance teams at each school has different names. They performed very well (both of through internal and external audits). The implementation of internal quality assurances operates soundly. Before being involved in the quality assurance process, there got certain orientations through workshops and trainings. Schools argue it has been implemented successfully because: a) all the auditors worked cooperatively to each other, b) In addition to internal audit teams, they also conducted the quality audits which involved external audits from professional institution every year, c) the quality assessment programs has been set up in the SOP of the school organization, and these are scheduled every year. Furthermore, respondents argued: 1) ISO becomes a commitment for school community, 2) The schools ensured that the procedures and quality management systems implemented consistently, and to be treated as a part of the preventive and corrective actions. There is a quality assurances for the customer, and 3) the administration processes and human resources development programs are accountable to the stakeholders.

Sonhadji (2012:195) stated "Basically the quality assurance is an implementation of government policies, as an attempt to set up organization to make more quality or grade. Education needs standardization assessment of the quality, while the meaning of quality standards is the characteristics of goods or services, including the management system that relatively establish and according to the customer requirements. Also in accordance with the provisions that each institution/ vocational school performed accreditation which will be carried out by the external part that is Quality Assurance System (*Sistem Penjaminan Mutu/ SPM*). As contained in Law No.20 Th. 2003 Article 60, this reads: (1) Accreditation is conducted to determine the feasibility of the program from the educational unit in formal and informal education on every each levels and types of education. (2) Accreditation of program and the educational unit are done by government or an independent institution authorized as a form of public accountability.



Picture 2. Flow model Acquisition and ISO Accreditation.

The Regulation of the Minister of National Education No 63 Th. 2009 about Education Quality Assurance System, Chapter 1, and Article 1 states that: (1) the quality of education is the level of intelligence the nation's life that can be achieved from the implementation of the National Education System. (2) The guarantee of the education quality is systemic activity and integrated by units or education programs, the organizer unit or educational program, local government, government, and society to raise the level of intelligence of the nation through education.

The role of educational leaders (principals) in the Quality Assurance System of school/ institution, as: 1) coordinator, 2) balancer/adviser/protector, 3) motivator, 4) provider of facilities. The school principal is really hopes that school management system implementation go as planned and in accordance with the procedure, thus can give the wide space, duties, authority to develop and innovate. This is because both have the responsibility of maintaining the quality to realize the vision, mission, and goals together. This is in accordance with the opinion Bartol, et al (2002) stated that management "the process of achieving organizational goals by engaging in the four major functions of planning, organizing, leading, and controlling". While Massie (1964) stated "Management is defined as the process by which a cooperative group directs actions toward common goals. This process involves techniques by which a distinguishable group of people (managers) coordinates activities of other people; managers seldom actually perform the activities themselves. This process consists of certain basic functions which provide an analytical approach for studying management".

Bartol and Massie state that management is the process of cooperation between a groups of people to achieve the organizational goals through four functions: planning, organizing, leading and controlling. Kurniadin and Machali (2012) states that management education is basically the tools required in an effort to achieve the

educational goals which consists of a series of planning process, organization, movement, and control associated with the field of education. The school principal carries out the functions of management and collaborates with teachers, school committees, parents, and *DU/DI* to prepare the accreditation and ISO in quality assurance. Because they are realize that the reason for the school to maintain the quality, because: 1) the unity of commitment within the administration, 2) the institution that manage its quality, will ensure the institute pursues the objective to be achieved in accordance with the vision, mission, and objectives of the school, 3) part of the excellent service, the quality school will add to the confidence of the public, has a board implication for many aspects in school as well as the development of society in general, and 4) that all the activities/work always cannot be separated from the *SOP* and according Auth.

The assessment implementation of accreditation by the Accreditation Board for Secondary School assessed by respondents in term of openness: 1) Accreditation Board for Secondary Schools in auditing, carried transparently and implement according to prevailing standards, 2) verification, clarification, confirmation at some place followed by a team of accredited, 3) the instrument is clear and objective, valid, and reliable, 4) all files accredited are sought filled, but if there are deficiencies the assessor will informed and show the solution. It is appropriate with the provisions of Law No.20 Th. 2003, Article 60, and Paragraph 3: the accreditation is done on the basis of criteria that are open.

The management audit aims to assess the quality of management, thus emphasis on manager and management quality as a system (Koontz, O'Donnell, Weihrich, 1984). Hadiwiarjo and Wibisono (2000) stated that internal audit has three objectives, namely: 1) indentify and determine the maturity and suitability or nonconformity quality system run with the documentation requirements and referenced standard, 2) determine the effectiveness of the activity in implementing the quality system to quality objectives to be achieved, and 3) provide the opportunities for improvement and find the ways to improving the quality of products or services produced.

The result of the data analysis quantitatively that school in making criteria formulated internal audit management in accordance with the substance of the management variable, namely: curriculum, human resources (HR), infrastructure, finance, students affairs, as well as public relation. Also consider in management functions that including planning, implementation, and evaluation. Also take a notice of input-process-output-outcome. This is in accordance with Kurniadin and Machali (2012) mention that substance management education is consist of: curriculum, personnel finance, student affairs, facilities and infrastructure, as well as the public relation.

The result of the questionnaire mentioned that in making the Quality Assurance System School, *SPM* school are made based on instruction and directive from the ISO institute, there its *SOP,* and the procedural, but still overlapping with the *SMM*. While to get the accreditation, internal audit management team use *SNP*, which have been set by the government: competency standard, content standard, standardized process, educator standard, the standard of infrastructure, management standard, financing standard, and assessment standard. Thus the accreditation of school based on the 8th *SNP* and itself from the management substance, management function, and a hierarchy of input-process-output.

Sonhadji (2012) states one of the standardization institutes international quality is International Organization for Standardization (ISO). ISO 9000 was developed in 1979 when British Standards Technical Committee 176 formulated the international minimum standard about how the manufacturing industries establish the quality control method. Voehl, Jackson, and Ashton (in Sonjadji, 2012) states that parts of the ISO standard is composed of two groups: (1) the provision of quality system itself (ISO 9001, 9002, 9003, and 9004) as well as a series of audit (10011 and 10012) and the guide to use the standard. ISO 9001 consist of system quality design/ floating production, installation and servicing; ISO 9002 for production and installation; ISO 9003 for inspection and final testing; ISO 9004 is a quality management guide and the elements of the quality system; ISO 10011 for auditing quality system, and ISO 10012 for the measurement equipment. Nowadays, there is so many agencies providing services and consulting services to obtain ISO certification.

SMKN schools in Malang established the Agency/ Part of Quality Assurance/ ISO Team/ Accreditation Team which the member consists of teachers (as a core team), school committee, and *DU/DI*. Before being given the task of carrying out as a team, there is a briefing from school, among others given education/ workshops/ trainings/ and seminars. This team on duty to prepare for accreditation in once every 5 years and prepare ISO for every 6 months (new stage), if it is long it be once for each year. Accreditation is based on the quality assurance system of *BAN-SM* (8 Standard National Education), while the ISO using standard ISO 9000. The next is the result of the internal audit first to the principal, teacher, school committee, *DU/DI*, and parent. After this process the next step go to the BAN-SM to obtain the accreditation and go to the ISO institute in Jakarta or Surabaya.

The flow model to obtain the accreditation and ISO take into account school conditions (good and un-development school) on each fields hope can get the accreditation and ISO. For good school, it can take care of the accreditation first after that proposes to take care of the ISO. For un-development school, it must take care of the ISO first and then propose the accreditation. Thus, the schools formed Agency/ ISO TEAM/ Accreditation Team conducting internal audit. From these team to prepare the accreditation based on the standard *SPM BAN-SM* to get accreditation with criteria the expected maximum that is grade A and ISO standards based on ISO 9000 to get ISO certificate.

Fattah (2013) describes the operational procedures for quality assurance of education consists of several major steps, including: SPMP socialization, coaching SPMP implementation, education quality assurance, and the improving the quality of education. The results of each process are communicated and discussed in a meeting where conducted jointly and then considered how the follow-up for the continuous improvement. The quality assurance is not only conducted by the education provider in under foundation, but also by the district/ city for unit/ state education program, the provincial and central government.

Fattah stated that in terms of procedural: tools that used to measure achievement of quality standard in unit// education program is a self-evaluation instrument. Each unit/ programs do the data networking by filling out a self-evaluation instrument. The measurement of performance through self-evaluation measurement unit/ education

program does in once a year. Then analyzed the measurement results to produce units/ programs by category: (1) Level I, means the quality of education on unit/ the education program has not fulfilled the minimum service standard. (2) Level II, means that the quality of education on unit/the education program fulfilled the minimum service standard. (3) Level III, means the quality of education on unit/the education program fulfilled the education national standard. (4) Level IV, means that the quality of education on unit/the education program exceed the national education standard.

Through this evaluation will give an impact and advantages for the organization, principal, teachers, learners, and other stakeholders, in improve the quality and repair continuously. Hadiwiarjo and Wibisono (2000) states that need for the implementation procedure of full implementation of internal audit with the person in charge of its implementation. The audit implementation should ever train in internal audit techniques. There are the results of the audit report and corrective action. While the supporting documents required, among other: 1) written procedures on internal audit, complete with the primary responsibility, and if necessary permanent members, 2) schedule audit as well as the person in charge of implementation each schedule, 3) report the results of the audit and correction actions also the results of verification. If the execution is not on schedule there must be a schedule deviations authorization letter of the person in charge of the audit, 4) there is a record the results of training of the implementing audit that they have been trained in internal audit techniques, 5) there is a checklist for internal audit, and 6) there are forms for internal audit.

Findings proposition, as follows: 1)The quality assurance team in *SMK* is set up to prepare for school accreditation and get the ISO certification for each fields, 2) if SMK has a good quality, then will get the trust from the community members (stakeholders), 3) to get a good quality need for competence, capability, commitment, and the solidity from school quality assurance agency, 4) school quality assurance will running smoothly, if receive support from the government, principal, teachers, committees, parents either in the form of material and non-material, 5) school quality assurance team feel trust to the team of *BAN-SM,* if the accreditation be transparently, according to prevailing standards, the instrument is clear, objective, valid, and reliable, and 6) team/ quality assurance bodies in school will be effective, if preparing a number o variables substance management, management function, and hierarchy in input-process-output-outcome and refers to the 8 *SNP* and ISO standards.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The discussions of the results can be concluded that: 1) the internal quality assurance as a form or organizational control in *SMKN* Malang has been implemented effectively, 2) this implementation as a preparation of management external audit - a form of organizational control perceived by the quality assurance unit at SMKN Malang - has been adequately operated, 3) the variables have been formulated as the reference for the quality assurance process, *SPMN:* management areas, functions, and the hierarchy of the input-process-output. On the other hand, ISO certificates used the ISO 9000 standards, and 4) the implementation model at this *SMKN* schools Malang established the Agency/ Part of Quality Assurance/ ISO Team/Accreditation.

Team members consist of teachers (as a core team), school committee, and *DU/DI*. Before starting to work, members must attend the Quality Assurance briefing sessions such as workshops, trainings, and seminars. The team has duties and responsibilities to prepare the school's accreditation and ISO program participation for every 6 months, or it may be once in a year. The accreditation is based on the quality assurance system of *BAN-SM* (8 Standard National Education), while the ISO using standard ISO 9000. The next is the result of the internal audit first to the principal, teacher, school committee, *DU/DI*, and parent. After this process. The next step is registered to the BAN-SM to obtain the accreditation, and continued to be listed in the ISO Institute Jakarta or Surabaya. The flow model to obtain the accreditation and ISO considered school conditions. For better schools, it can participate in the accreditation season as soon as proposed to get an ISO certificate. For the under developed schools, first they have to proceed the ISO certificate, followed by the accreditation process. Thus, the schools established Agency/ ISO TEAM. The accreditation team conducted internal audits. Followed by a preparation of the accreditation based on the standard SPM BAN-SM. It is intended to pass an accreditation requirement, a maximum grade A, and obtained an ISO 9000 certificate.

Suggestions

Suggestions: 1) The educational leaders who have a higher school quality will get more attention from the community, because their school graduates are well prepared to go to college. The vocational graduates have certain skills needed directly by the community. Therefore schools need supports, motivation, material, and moral support as well as the policy on quality assurance especially at *SMKN* levels. 2) The Principals have to give more attentions to internal teams, so they can work together to provide internal controls upon the quality of the institutions. The performance of an institution depends on its quality. The higher its quality, the more trusts could be obtained from its communities, and vice versa. 3) The team of and internal unit is a vital part of educational quality assurance agencies. Whether the school performance is better or not will depend on this unit. Therefore, the solidity and motivation need to be maintained and to be improved to get the trusts from the community. 4) Parents should be more selective to choose the schools for their children. Consider whether individual abilities, talents, and interests, and the creativity of children can have access or facilities to be well developed at the schools.

Reference

Bartol, K; Martin, D; Tein, M; & Matthews, G. 2002.*Management: a Pacific Rim Focus*, 3rd Edition. New York: the McGraw-Hill Companies, Inc.

Creswell, J.W. 2009.*Research Design.*Third Edition. Los Angeles: Sage.

Fattah, N. 2009. *Landasan Manajemen Pendidikan.* Bandung: Remaja Rosdakarya.

Hadiwiardjo, B.H. dan wibisono, S. 2000. *Memasuki Pasar Internasional ISO 9000; Sistem Manajemen Mutu*. Jakarta: Ghalia Indonesia.

Juran, J.M. 1995. *Juran on Quality by Design*. Terjemahan oleh Hartono, B. Jakarta: PT Pustaka Binaman Pressindo.

Koontz, O'Donnell, Weihrich. 1984. *Management.* McGraw-Hill, Inc. Terjemahan Antarikso; Firman, A.; Dharma, A.; Hendardi. 1990. *Manajemen, Jilid 2.* Jakarta: Erlangga.

Kurniadin, D dan Machali, I. 2012.*Manajemen Pendidikan: Konsep & Prinsip Pengelolaan Pendidikan*. Bandung: Ar-Ruzz Media.

Massie, J.H. 1964. *Essentials of Management.*London: Prentice-Hall, Inc.

Mawardi.2014. *Implementasi Quality Assurance System dalam Pembelajaran di Madrasah Aliyah Negeri 3 Malang).*Skripsi tidak diterbitkan. Malang: FIP UM.

Miles, M.B.& Huberman, A.M. 1992. *Analisis Data Kualitatif*. Terjemahan Tjetjep Rohendi Rahidi. Jakarta: UI Press.

Nirmalawati. 2009. *Hubungan antara Kapabilitas Kepemimpinan, Kompetensi Dosen, Komitmen Dosen, dan Akuntabilitas Lembaga dengan Kinerja Lembaga dalam Pelaksanaan Penjaminan Mutu pada Universitas Negeri di Jawa Timur*. Disertasi. (Kumpulan Abstrak Disertasi Semester Gasal 2009/2010 Manajemen Pendidikan).

Pandhi, N.*The Eight Element of TQM.*(online). (http://www.isixsigma.com/ library/ content/c021230a.asp, diakses tanggal 13 Desember 2009).

Peraturan Menteri Pendidikan Nasional Nomor 63Tahun 2009 tentang *Sistem Penjaminan Mutu Pendidikan*.(online). (http://www.pojok dikpora), diakses tanggal 15 Desember 2014).

Robbins, S.P. 1998. *Organizational Behavior*. New Jersey: Pearson Education, Inc.

Sonhadji, A. 2012.*Manusia, Teknologi dan Pendidikan Menuju Peradaban Baru.*Malang: UM.

Sukrisno, H.2008**.** *Hubungan antara Responsibilitas Manajemen, Akuntabilitas Mutu Pelayanan, Budaya Mutu, Pembelajaran Organisasi, Kinerja Tim dengan Keefektifan Sistem Penjaminan Mutu pada Universitas Swasta di Surabaya*(Kumpulan Abstrak Disertasi Semester Gasal 2008/2009 Manajemen Pendidikan).

UU No. 20 Th. 2003 tentang *Sistem Pendidikan Nasional*.Jakarta: Mendiknas.

A KNOWLEDGE MANAGEMENT MODEL FOR PRIMARY SCHOOL MANAGEMENT

Sunaryo
Postgraduate Student at State University of Malang
Email: pink.sunaryo@gmail.com

Abstract: Knowledge management (KM) is a process of capturing, creating, sharing and using knowledge by utilizing technology and organizational culture to maintain and increase intellectual capital. KM is commonly implemented in a company. This is because the purpose of KM is mostly for gaining higher profit in business. However, some trials have been done in education institution. This paper shares a model of KM in Education setting and explores the possibility of implementing a simpler model of KM. This model has been developed based on relevant theories, and the preliminary implementation is being done in Al Hikmah Primary School Surabaya. The model is developed based on five steps in the KM cycle: Capturing Knowledge, Creating Knowledge, Evaluating Knowledge, Sharing Knowledge, and Using Knowledge. This preliminary study is directed to find out the feasibility, practicality and workability of the model to be implemented in education setting. Based on the preliminary findings, a final model will be established based on the regular practice of the school. This model would give beneficial contribution to education practitioners in their institution to maintain and increase intellectual capital to improve the quality of education institution, and therefore it can give the quality services to stakeholders.

Key words: knowledge management, tacit knowledge, and knowledge management cycle.

Education success depends on high-quality teachers. Their ability in the teaching and learning process has an important role in the success of student learning. Research results from the National Commission on Teaching and American's Future on the 50 States shows that teacher quality is closely related to the performance of students (Hammond, 1999). Therefore, teachers' performance should be improved regularly. According to Azra (2002) and Zulfikar (2009), however, the competence of teachers in Indonesia is still low.

The results of the research on the quality of learning in the classroom are also far from satisfactory. Teachers still use the traditional learning approach commonly known as teacher's centered approach (Zulfikar, 2009). Kohl (1994) States that such learning approach makes students less creative and less expressive because they depend on what the teachers do and accept knowledge from the teacher. Besides, learning is still done by memorizing the material without considering the importance of critical thinking. The ability of teachers in applying active learning, creative, and fun (*PAKEM: Pembelajaran, aktif, kreatif dan menyenangkan*) has still been a constraint because the teachers' capabilities in teaching and motivating students are still low. Such learning practice might be caused by the fact that the teaching activity emphasizes on memorization. The condition of the teacher quality is getting worse by the existence of the many part-time teacher status. According to the Kompas Daily (March 6, 2012), the number of teacher assistance and part time teachers of all levels (uncertified teachers) from elementary, junior high and high school reached 904,378.

According to the Republic of Indonesia Act no. 14, 2005 about teachers and lecturers, teachers must meet a number of specific requirements. The condition shows that the teachers in Indonesia are still unable to fully meet these requirements. The 2006 Census Results showed that only 36% teachers have appropriate academic qualifications. High

school teachers reach just 26 % who have professional certificate in accordance with the Act. There are only 20% Primary school teachers who can meet the qualification standards of educators. In addition, the teachers' mastery learning contents that they teach is not satisfactory, yet. To make the matter worse, the mismatch between their educational backgrounds with their teaching has affected low teaching performance. To find out teacher' competence, in 2004 the Ministry of National Education conducted Aptitude Test for kindergarten teachers and primary school teachers, while the Junior High School teachers were given a content mastery test. The test results showed that out of 60 questions given, only 50% were answered correctly, even primary school teachers could give 37.82 correct answer (PMPTK, 2004). According to *Kompas* daily (March 16, 2012), *Kemendiknas* held an Initial Competence against the teachers in all fields of study. The test results were quite alarming, 42.25 of a 10 scale score. Not a single teacher could get 10, and some even obtained the lowest score: 1.0.

Teacher Quality Improvement

The unqualified teachers' performance prompted the Government to make an effort to improve the quality of teachers through teacher certification program. To improve the quality of teachers, the Government has conducted a teacher certification program. Act No. 14 of 2005 says that teachers and lecturers are required to have a professional certificate in order to have a license to teach at school. This should have been achieved by 2015. Certified teachers have the right of the profession salary and get profession incentives. This certification encourages teachers to improve themselves so as to be recognized as professionals who have the required academic qualifications. Indonesia has had over 3.4 million teachers, but based on National Ministry of Education report, only 16.9 percent or 575 thousand teachers passed the certification training program (Unesco, 2011). Therefore, the program cannot achieve the expected numbers of certified teachers.

The implementation of this certification will run well only if the Ministry of National Education is able to manage the certification process that involves numerous parties ranging from the teachers, the principals, City/County Office of Education, the Office of the Provincial Areas including the colleges. Theoretically, it can be expected that certification will improve the quality of education in Indonesia. However, there has been no research result convincing that this certification guarantees the improvement of the quality of education. To improve the quality of teachers can be done by conducting trainings for teachers in accordance with the required needs. This effort is undertaken in order for the Government reach a target to reach of reaching as 3.3 million certified. Up to 2011 it is estimated that 1.5 million teachers are certified. Certification in this case would be as an effort to improve the well-being of teachers. This was done to address the educational and training activities of the teaching profession.

The problems still exist after certification. Although they have been certified, their quality and accountability is still questionable. Lack of clarity in the performance appraisal of teachers, sanctions that are given or associate between the students' learning outcomes with teacher quality certified. Teacher quality accountability fact lies in the responsibility of the school principal. School superintendents lack of the ability to monitor and supervise the quality of teachers'teaching.

Implementation of improvement of teachers ' promotion is not clear. Promotion system is usually done for formality only. The process of promotion by using the letters of recommendation or Teacher Targeted Performance (SKP, Sasaran Kerja Guru) is done as a formality. There needs to be clarity regarding the improvement of the skills and performance of teachers with teacher incentive earnings. Besides, the management of low-performing teachers are getting less attention. The process of recruitment, initial training and probation is not followed by the making of the final report.

Considering the above issues a non-traditional approach in teacher quality improvement can be implemented at school level through KM.

The Role of KM in enhancing teachers' quality

In addition to improving teachers quality through teacher certification and training, teacher professionalism enhancement efforts can be done by increasing the knowledge, skills and attitudes related to basic knowledge, teaching, management, cooperation between teachers, and services. Improving the quality of educators in developing professional teacher can be done within the framework of thought of KM School (Zhao, 2010). The school's strategic efforts are in the form of strengthening the Organization of the school, the headmaster's knowledge, the creation of the school as a place of learning, culture, organizational learning, the creation of a system of professional development of KM of teachers, encourage team learning, cooperative teaching and "sharing" of knowledge, building performance assessment mechanism, application and development of knowledge.

Improving the quality of teachers through KM.

It is obvious that currently the improvement of teachers' professionalism has much emphasized on formal training activities focusing on technical matters and operational capabilities but less touching the practical side of teaching knowledge. Sharing knowledge in school is a good culture and understanding among educators and educational staff to share knowledge and experience on a voluntary basis will enhance developed the knowledge of the school. The dissemination of knowledge in the school encourages the existence of knowledge innovation of the school. Knowledge innovation of the school is achieved as a result of the activities of the application of knowledge acquisition, accumulation, sharing, dissemination, and innovation. The implementation of KM at school strengthens the acquisition of knowledge, accumulation, share, spread and innovation of knowledge by making factors such as managerial leadership, organizational culture and performance management to function properly. Unfortunately, school KM has not yet much utilized by educational institutions in improving its performance. KM applies systematic approach to acquire, understand and use knowledge to improve added value (Probst, Raub and Romhardt, 2000 in Ranjan and Khalil, 2007). Teachers' performance is improved as a result of the increase in experience and how to teach systematically. Professional development includes experience of formal dam informal. This broader understanding of career development of teachers in the teacher career improvement in structural and professional position. According to Cochran-Smith and Lytle in Reimers (2003) that there was a revolutionary change in the professional improvement of teachers. Professional development is a long-term process which

includes the granting of opportunities and experiences are systematically planned and manage. One of the teacher's professional development model can be done through KM.

According to Nevis, DiBella, and Gould (1995) school is an organization that can be treated as a system of learning. Each organization has its own system tailored to the prevailing culture in the organization. Therefore schools should encourage the learning process in the organization. The school should build on KM so that the teachers feel comfortable and enjoyable their profession. Usually, in an organization, knowledge exists in the archive, data based system, and the daily working process. The organization is built by applying the learning system based on KM will make it is easy for the teachers to access the necessary materials and to build new knowledge.

School KM requires support over several factors namely school leadership, organizational culture, performance management, and information technology. These factors coupled with the process of School KM include the gathering of knowledge, organizing of knowledge, the dissemination of knowledge, a knowledge adjustment, the use of knowledge, and knowledge validation.

KM has several advantages. First, KM creates long life learning. This is because it requires the creation of a learning organization. As a learning organization all of the school staff always try to improve continuously. Second, KM attempts to dig out the potential of the knowledge of the school staff membersto make anexplicit knowledge that can be used by all members of the school staff. Hidden knowledge would be the knowledge that can be disseminated throughout the school staffs. Third, KM attempts to search internal and external knowledge,and then, it is transferred and combined or formulated into explicit knowledge. Fourth, Implementing KM is more efficientcompared to other teacher improvement program because KnowledgeManagement is implemented at school level. The budget becomes more efficient compared to the implementation of certification program that has been formulated or real knowledge can be utilized at any time by the school staffs who try to get information. Formulation of information encourages the emergence of new knowledge to be developed. Because KM is implemented at each school then the budget could be more efficient. Teacher quality improvement activities can be done without disrupting the learning process pursued in the school.

Seeing the superiority of the application of KM then it can be suggested that the approach can be applied with wider coverage and it can be done continuously. Despite the many advantages of this approach, there are requirements that must be met in order for the application of KM can be implemented well (Friehs, 2011), namely: the existence of a motivation to accept change, development effort to new meaning of the concept of culture, internalizing a new concept and integrating to the existing culture, and the evaluation of the change process.

KM Theoretical Framework

In order to understand fully the concept of KM, It is necessary to discuss knowledge and KM itself. Knowledge refers to an understanding gained through experience or proper study process (Awad and Ghaziri, 2004). KM (Fields, 2007) is a process of how organizations to control and dig out the existing intellectual assets or knowledge of its member and it is formulated and disseminated among members of that organization.KM

is an effort to manage knowledge by preserving and utilizing school information and incorporate the experience of knowledge teachers. Itis related to Knowledge Staff i.e. tasks that involve the development and transfer of knowledge and information. The management strategy allows schools to save time and to reduce the cost of research and communication.

Improving the quality of teachers can be done through the efforts of schools to encourage teachers with actively participating in various school activities. So, teachers could improve themselves continuously in their basic competencies, teaching skills, and administration activities by collaborating with fellow teachers and other educational personnel. Such activities are called Teacher quality enhancement. It covers four aspect: (1) mastery of content knowledge, (2) skills, (3) general knowledge, and (4) professional attitude. Mastery of learning contents refers to curriculum, learning materials. Skills refer to learning technology, classroom management, guidance and counselling, action research. General knowledge and ability refer to philosophy of education, interpersonal communication; professional attitude: a commitment to teach/educate, desire to teach and patient service.

The technological advances shave made it easier for teachers to follow the developments of knowledge and information inside the school or more broadly in the world outside their school. Teachers have to learn new knowledge, try and apply cutting-edge learning methods, and be active in professional organizations. The fast changing world requires themto have the ability to grasp the new knowledge, sort out or filter the information, analyze, disseminate knowledge to the students and their colleagues. Therefore, it is necessary to introduce KM to solve the problem of improving the quality of teachers.

There is a positive correlation between the teachers'professionalism and KM. If a teacher's KM ability increases, the ability of their professionalism increases, too (Chen, 2003). The implementation of KM in school improves their professionalism. Increasing teacher quality through the application of KM can be done at the school level. To implement it, it needs to increase the teacher's professional development strategies and organization. It makes the schools able to compete (competitive) better, more flexible and innovative. This is because KM is the systematic effort of the schools in the use of all the tacit and explicit knowledge which include the use of the tools of science and technology, the utilization of the experience and ability of professional teachers; and encourage the acquisition, sharing, and utilize knowledge to improve the teachers' performance and educational personnel to achieve the school innovation.

In summary, KM school level implemntation includes the processes of finding, producing, evaluating, sharing and innovating knowledge driven by the leadership of the principal, school culture, and information technology, and cooperation among school staf members.

KM Strategy

The strategies used to implement KM in increasing teachers' professionalism development(Zhao, 2009) as follows.

a. Reorganizing the management of the school organization and set up of a Chairman Knowledgeof Management task force.
b. Building schools as the Centre of learning and culture-friendly school knowledge.
c. Building KM systems of schools for teacher professional development.
d. Setting up a team learning, teacher collaboration and the sharing mechanism.
e. Setting up the mechanism of assessment of knowledge application and development.

KM Cycle

In order to implement KM effectively, an institution needs to develop a process cycle in developing knowledge. In general, it comprises identifying, generating, acquiring, diffusing, and capturing knowledge (Dalkir, 2005). The following table is the major of KM cycles. An institution could decide which cycle is suited best for their organization.

CYCLE	DESCRIPTION	STAGES
Zack(1996)	Increasing the added value of newknowledgeatevery level of theprocess	Acquisition Refinement Store/Retrieve Distribution Presentation
Bukowitz& Williams (2003)	designing how organizations create, maintain and use strategically set of knowledge to create new knowledge in order to obtain added value	Get Use Learn Contribute Access Build/sustain Divest
McElroy (1999)	The process of knowledge creation and integration of knowledge through the circuits so that it becomes memory and beliefs of the organization. Integration through the process of evaluation of knowledge and the process of consciously whether an assignment that knowledge will be part of the memory of the organization.	Individual and Group learning Knowledge claim validation Information acquisition Knowledge validation Knowledge integration
Wiig (1993)	Focusing on 3 requirements in order to be a success: must have abusiness (goods/services) and customers; resources (people, capital and facilities) and the ability to act	Creation Sourcing Compilation Transformation Dissemination Application Value realization
Jashapara (2004)	Integrated approach in KM	Discovering Generating Evaluating Sharing Leveraging

Based on the assumption that there is a correlation between the development of the teacher professional development ability and KM that are mutually strengthened in the process, this will be used as the basic efforts of the exploration of how KM may contribute to and even increase the synergy that exists among the members at the unit level of education. One of the underlying arguments is that exploring the potential of KM

might be need to implement professional development of teachers at Al Hikmah Primary School Surabaya.

The study is intended to develop a model of KM which can be implemented in schools. The preliminary study was conducted in Al Hikmah Islamic Primary School in Surabaya. This is because the school is ready to implement KM in order to support of teachers' performance. The model is expected to have potentially great contribution to the improvement of education in general (Nieveen, 1997; Nieveen & Gustafson, 1999). In other words, the result of the research contributes to strengthen of utilizing KM in education setting.

METHODS

This research method applies in this study using a model developed by Borg & Gall (1979) with the following activities: need analyses, model development, and model review, and implementation. The need analyses began with data collection which was aimed at gaining better understanding of the needs and context of KM that will be developed. This activity includes the study of documents and observations in research site. Some documents were available for further studied. The researcher analyzed the school curriculum, syllabus, lesson plan and other documents relavant to the KM such as ISO 9001-2008. After that, a preliminary model was developed simultaneously with implementation. The activity was in the form of routine teachers meeting to find a suitable model of KM. The researcher was *observant-as-participant* in the meeting. School members were informed that the researcher was doing his research, and therefore actively involved in teachers meetings and directly observed teacher teaching, too.

The next step was to design a model of KM with practical KM cycle. The model was discussed and decided in the teachers' meeting and FGDs (Focus Group Discussion). The design was done by developing a KM model that would be used to improve the performance of teachers and learning instructions implementation. This model would provide the direction needed to implement KM. The development of this model was done through the following steps (1) Finding knowledge, (2) Producing knowledge, (3) Evaluating knowledge, (4) sharing knowledge, and (5) Utilizing knowledge.

The third step was model review. The KM model will be reviewed by KM experts and an education expert. Product design revisions will be done after gaining input from the KM expert and education expert. The trial will be conducted in small group of teachers at the Al Hikmah Primary School Surabaya. Considering the limitations of this research, the trials are not done in a wider scale.

A small group of trial performed with the subjects of the target users of the MP model developed. The subject is a group of primary teachers of Al Hikmah Surabaya. The selection of a subjects is done using purposive sampling based on the involvement of teachers or staff members in relation to the development of KM in the school.

The data collected is in the form of information related to the effectiveness and attractiveness of the models developed. The data is collected from expert management education. The data include acceptability (accuracy, usefulness and feasibility of the model of management education. In addition, qualitative data are taken from a small group of teachers who are implementing KM. The data obtained from expert opinion are in the form of a suggestion, comment or criticism. The qualitative data are used as materials for improvement model developed.This study uses a variety of instruments for data collection: (1) the interview; (2) a guided discussion; (3) observation; and (4) documents analysis. The instrument was developed based on the KM model.

Data analysis in this study consists of three phases: (1) screening, (2) the expert's assessment, (3) and evaluation. Screening is channeled by the researcher/developer with

appealing models that have been developed with the quality expected. The assessment conducted by experts with assessing a model that has been developed.

RESULTS AND DISCUSSION

The results of this study are in the form of KM Model, which is now being implemented in Al Hikmah Primary School Surabaya as shown in Figure 1.

KM Model contains five steps: finding knowledge, producing knowledge, evaluating knowledge, sharing knowledge, and utilizing knowledge. In the finding knowledge step, an institution tries to explore knowledge within their organization and identifies the tacit knowledge and change into explicit knowledge. This activity is in the form of getting knowledge from individuals or group of people whether it is from internal or external sources. In the producing knowledge step, the identified knowledge is formulated into explicit knowledge and store in repository or central database. This knowledge can be retrieve easily and fast by the staf member of the organization. Before the knowledge store in the repository, it should be validated by a KM team and verify that the knowledge is proper to be stored and used in the future. This is the evaluating knowledge step. The next step is sharing knowledge. The knowledge in the repository should be share to members of the instition in order to leverage or improve their knowledge or skills. The final step of KM cycle is utilizing knowledge. The knowledge which is shared or distributed among the members of the school encourages them to innovate or utilize the new knowledge. This in turn will motivate them to produce new knowledge and start the first cycle of KM again. It is an revolving process.

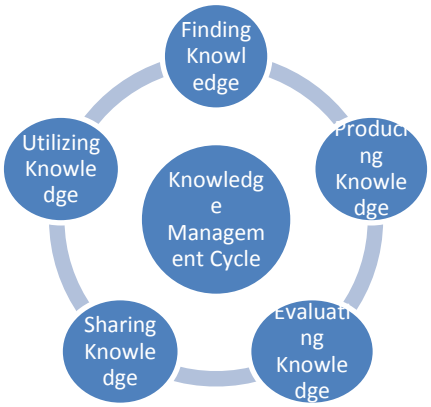


Figure 1. KM Model

Preliminary Implementation of KM in Al Hikmah Primary School Surabaya

Based on the results of observation and interview conducted by the writer to look for the right location for the investigation of the KM implementation, Al Hikmah Primary School Surabaya is selected as the site of the research. There are some reasons to choose the school. It has produced good graduates who can be accepted at a higher level of education. It got the higher National Exam result in Surabaya city. These achievements are retained to the date. Numerous awards have been won by the school, among other are, achievements as the UKS (School Health Unit) National Champion, a Champion of the best National Library, Champion of the implementation of character education nation, and one of the safest food School Canteen. It has been certified in the application of ISO 9001-2008 (2011 – 2014 and SD. 2017). Also, it has conducted the Cambridge Check

Point. It has a long history of community service in the world of education. The success is due to the effort of the school to improve the quality of the teaching and non-teaching staff. Moreover, a conducive learning environment to innovate is one of the important aspect in creating qualified school performance and reputation.

Al Hikmah Primary School vision and mission support for the development of a model of KM, since KM has beneficial for an organization or a company to be be able to compete in a globalized world. In addition, the school has applied information technology in its management and has implemented the ISO 9001-2008. Regarding to the resources and infra structure of Al Hikmah Primary School Surabaya the school is ready to be used as a KM implementation model.

The preliminary study at Al Hikmah Primary School Surabaya indicates the school showeda motivation to accept changes. Most teachers were willing to embrace KM to increase their knowledge and skills. Even the school management team is enthusiastic to implement it. Furthermore, the school management is ready utilizing their IT system and the ISO 9001-2008, and quality management system was in place. One of the requirements to implement KM was the school environment or culture established. It can be traced that it has a strong tradition in building characters of its students and teachers. The school got a certificae of the best school in developing good characters. A new culture concept would be easily be daccepted since it had an established culture concept. It was not only as a concept but it was a real life culture.

Based on literature study, interview, FGDs and depth interview, Al Hikmah Primary School agreed to develop simple model of KM Cycle covering five stages, (1) finding knowledge, (2) producing knowledge, (3) evaluating knowledge, (4) sharing knowledge, and (5) utilizing knowledge (Figure 1). In principal, the staff members have implemented some part of the cycle. However they did not understand the concept of KM. However, they implemented some parts of the cycle (1) finding knowledge through many activities such as peer discussion, training, teacher working group, seminars, but they did not follow up the result of the activities in the form of generating or producing knowledge. They kept the knowledge on their shelf as a tacit knowledge. Sometime they share their knowledge to other staffs. They have not utilizing knowledge yet. The last stage of the cycle has not been implemented. Currently they are preparing for the last step. Al Hikmah shows their interest and commitment to implement KM.

CONCLUSION

Considering that KM is usually implemented in business environment, it can be implemented in education setting. it is hard to implemented it because it requires specific aspects in their implementation: strategy, System and technology, Learning Organization, and culture. Good quality schools could apply KM. Implementation of KM at the school level should be adjusted in a simple way without sacrificing its essence. Al Hikmah Primary School is in the process to implement KM.

Reference

Awad, M., Elias, Ghaziri, M. Dan Hassan, 2004. *Knowledge Management,* Pearson Education Inc., Prentice Hall.

Anantatmula, V. S & Kanungo, S. 2011. Strategies for Successful Implementation of KM in a University Setting. *National University of Singapore's IGI Global Research Collection*, (Online),

Darling-Hammond, Linda. 1999. *Teacher Quality and Student Achievement: A Review of State Policy Evidence*, Centre for the Study of Teaching and Policy, University of Washington.

Fraenkel, Jack R. Wallen, Norman E. 1993. *How to design and Evaluate Research in Education*. New York: McGraw-Hill Inc

Iyer, Subramanian Rama, Ramesh Sharda, David Biros, Joyce Lucca and Upton Shimp. 2009. Organization of Lessons Learned Knowledge: A Taxonomy and Implementation, International *Journal of Knowledge Management*, 5: 3,

Kasten, Joseph E. 2009. Knowledge Strategy and Its Role in the Organization: An Exploratory Study, *International Journal of Knowledge Management*, 5 (2009):

Kompas. 6 Maret 2012. *Guru HonorerMembengkak, TakadaStandarKualitas Tenaga Honorer*, hlm. 1.

Kompas. 7 Maret 2012. *Kualitas Guru MasihRendah*, hlm. 1.

Kompas. 6 Maret 2012. *Guru HonorerMembengkak, TakadaStandarKualitas Tenaga Honorer*,

Kompas. 7 Maret 2012. *Kualitas Guru MasihRendah*, hlm. 1.

Lembaran Negara Republik Indonesia Tahun 2005 Nomor 157. 2005. undang-UndangRepublik Indonesia Nomor 14 Tahun 2005 Tentang Guru Dan Dosen

Petrides, L.A. and Guiney, S. 2002. *Knowledge Management for Schoo Leaders: an Ecological Framework for Thinking Schools*, Teachers college Record.

Probst, G,. Raub, S and Romhardt, K, 2002. Managing Knowledge: Building Blocks for Success, John Wiley and Sons.

Pusat Pengembangan Profesi Pendidik, Badan Pengembangan Dan Penjaminan MutuPendidikan. 2010.

Radar Lampung. *Rasio Guru-Siswa Kalahkan AS*. (Online), (http://www.radarlampung.co.id/read/ pendidikan/43466-rasio-guru-siswa-ri- kalahkan-as), 24 November 2011

Ranjan, Jayanthi. Khalil, Sani, 2007. *Application of Knowledge Management in Management Education: A Conceptual Framework*, Journal. Ghaziabad, Uttar Pradesh, India: Institute of Management Technology

Reimers, Eleonora Villegas. 2003. *Teacher Professional Development: an International Review of the Literature*. Paris: International Institute for Educational Planning.

Salisbury, M. 2009. A Framework for Managing the Life Cycle of Knowledge in Organization. *International Journal of Knowledge Management*, (Online), 5(1), 61-77, January-March 2009, (URL-http://www.igi-global.com.)

Smith, P., & Coakes, E. (2011). Exploiting MANAJEMEN PENGETAHUAN in Support of Innovation and Change. In A. Eardley, & L. Uden (Eds.), Innovative Knowledge Management: Concepts for Organizational Creativity and Collaborative Design. *IGI Publishing*: 242-252.

The World Bank, *World Data Bank – Education Statistics.* (Online), (http://databank.Worldbank.org/ ddp/home.do),

Zhao, Jingyuan. 2010. *School knowledge management framework and strategies on Teacher Professional Development: The new perspective, School of Management*, Harbin Institute of Technology, Harbin, Heilongjiang

Zulfikar, Teuku. 2010. *The Making of Indonesian Education: An Overview on Empowering Indonesian Teachers*, Journal of Indonesian Social Sciences and Humanities Vol. 2, 2009, pp. 13–39

Woodman, M dan Zade, A 2012. *Five Grounded Principles for Developing Knowledge Management Systems.*Reading: Academic Conferences Ltd. The Electronic Journal of Knowledge Management.

ENGLISH ADJECTIVE CLAUSE CONSTRUCTION: USING CORPUS IN STRUCTURE ANALYSIS CLASS

Tantri Refa Indhiarti; Iis Nur Rodliyah
Brawijaya University
Email: tantri.refa@gmail.com

Abstract: Teaching English as a foreign language (EFL) challenges the teachers to investigate interactive ways to enhance the learners' communicative competence, particularly grammatical competence. One specific investigation devoted in teaching English using technology, i.e. computer and internet is corpus linguistics. The principal aim of this research is to increase students' motivation and encourage their autonymy in a university course on English grammar by introducing the use of a corpus. It provides an objective view of a language than intuition or introspection may do. With the rapid development of technology, the corpus may be integrated in teaching language in realm of materials development which relies heavily on what students need to learn. In doing so, real examples of language use enable them to discover features of English, e.g. English sentence formation used by the native speakers. Academic Abstracts Corpus, then, is used as a collection of texts through which the students in Structure Analysis (SA) class exploit English sentence construction –adjective clause, in particular. However, the students are first introduced to the construction of simple and complex sentences in which the topics are focused on the construction of complex sentence containing adjective clause. They work with problem-solving assignments which involve formulating grammatical rules based on examples in the corpus afterwards. They also explain the rules to each other in small groups (peer teaching) comprising 5 students. The most important issue is that corpus work requires a large amount of introduction and continuous support in order to make students become independent corpus users knowing how to formulate corpus queries and interpret the result.

Keywords: adjective clause construction, english structure class, corpus linguistics

Very often teaching materials instruct students on the grammar of the target language without any connection with the native language. Meanwhile, the students draw conclusions on their own trying to connect the new concept with something they already know. In this way they are in danger of making erroneous conclusions and acquiring insufficient knowledge. To prevent this, it is best to inform the students regarding the use of corpus in analyzing a particular language grammar that is English grammar. In addition, as it is necessary for the students learning a foreign language to be exposed to educational context that reflects real-life situations and in order to better understand everyday language, linguists started collecting data outside of classrooms. In line with this, Maddalena (2001) explains that the use of authentic and real-life examples with language learners is more beneficial than examples that are made up by the teacher and do not stimulate real life use of language. This authentic data was analyzed first manually and then with the help of computers, thus giving birth to corpus studies.

Corpus first captured the attention of most English language teachers in 1987 with the publication of Collins COBUILD (Collins Birmingham University International Language Database) English Language Dictionary, the first corpus-based learner's dictionary (Gabrielatos, 2005). Later, corpus-related research on different linguistic and pedagogical fields has been conducted, such as word frequency (Biber and Reppen, 2002), collocation (Claveau and L'Homme, 2006), pedagogical application (Leech, 1997; Conrad, 2000; Frankenberg-Garcia, 2005), and grammar instruction (Hunston and Francis, 1998) to name just a few.

Corpus has long been exploited in language pedagogy as a means of the use of authentic language materials by the role of technology enhancement. A goal of many language learners thus is to more understand the range of syntactic variations in the second language and to move beyond the simplistic rules presented in textbooks. This effort may be achieved by the help of large corpora (the plural form of corpus) which allow users to easily and quickly extract hundreds if not thousands of examples of syntactic cconstructions from text. By using the corpora, language teachers and students can then have a more realistic picture of how the constructions in questions vary, for instance, in a subordinate clause constructing a sentence and adjective clause construction in particular.

In corpus linguistics, describing a particular language concentrates on accurate representation of the forms and structures used in that language. Besides, the study of language needs to do more than simply lay out its forms and structures. In other words, it needs to show what they are for and how they are used. In line with this, Crystal (1997) states that a language study needs to show how the grammar of a language serves as a resource for making and exchanging meanings.

This paper provides an overview of the way in which students used a corpus to study English adjective clause construction in Structure Analysis class. In this research, the goals of the corpus are examined, how the students analyze English adjective clause construction using a corpus and a concordance, and how they are ultimately successful in describing English clause construction. The main aim of this study is to give students the opportunity to actively use a corpus in their language study, combining their knowledge of grammar with practical language skills. The idea is that by observing language in context students discover for themselves how language is used, be it adjective clause.

The study of language and its grammar cannot be based only on sentence-level descriptions, instead, it may be based on a corpus to describe the syntactic construction. Thus in order to investigate how the corpus is helpful in assisting the students in learning grammar, the research is undertaken to figure out the adjective clause constructions found by the students of Structure Analysis class A in the Academic Abstract Corpus using Corpus Concordance English and how the students of Structure Analysis class A investigate the adjective clause constructions.

In terms of the organization of the course, the Structure Analysis class chosen has been offered in second semester at Faculty of Cultural Studies, Brawijaya University, Malang, and in academic year 2014 it is taught in 6 classes throughout the semester. Based on the result of the pre-test about subordinate clause construction given in the first meeting of the class that the students found the adjective clause construction difficult, the clause focused mainly as the material of the teaching is adjective clause. The clause, in practice, is taught in a 3-week meeting followed by a quiz meeting to acknowledge the students' comprehending on the subject. Eventhough there are 6 classes of Structure Analysis, the class chosen to be the focus of the research is class A, where one of the researchers teaches, to respond rapidly to grammatical problems as they impact on practice. Therefore, the methodology used is action research in that a single teacher operating on her own with her class feels the need change or improvement in teaching and is in a position to translate her ideas into action in her own class (Cohen and Manion, 1994, p.189, in Burns, 1999, p.34).

After reading the assigned chapters from the reference grammar, the students grouped in several groups identify a particular syntactic construction from among the topics for that week. Once the groups have identified their topic of study, they would then spend a week among those 3 weeks using a set of corpus to search for data on the construction in questions. The corpus used is Academic Abstract Corpus provided in the Corpus Concordance English. Furthermore, they write a short summary for that week's project. They point out the construction of the clause from the corpus, summarize how their findings confirm or contradict the theory in the book given, and then briefly discuss some of the prossible motivations for this syntactic variation in a class presentation.

By the end of the semester, it is hoped that these corpus-based activities are valuable in helping the students to move beyond simplistic textbook descriptions of English grammar and to acquire a much better sense of the actual English sentence use. Additionally, another aim of this research is to examine whether the use of hands-on concordancing can be of value in raising students' awareness and understanding of adjective clause.

Technology and computer have become one of the main aspects of human life in which technology may have a strong impact on teaching. Corpus linguistics is one of technology-based tools that could be very useful in teaching that the use of corpus in classrooms has started to develop (Varley, 2008). The research combines the assumption about technology-based teaching and learning. One is the idea that authentic teaching material (corpus) is accepted as having pedagogical advantages over non-authentic materil, since it presents language as it is used in real communicative context (Aston, 2000, p.12). As a result, the concordance line is superior to the attested examples of language use. Next, the research involves peer teaching where the assumption is that the students learn more when they have to explain an issue to someone else (Cohen and Sampson, 2001, p.3). Through gathering corpus evidence of adjective clause construction in English, it will extend the academic dialogue about English and implicate language pedagogy as well. Furthermore, it will deepen the understanding of how the students apply the corpus-based methodology which may appear to assist in improving their grammatical ability.

Many researchers have examined the effectiveness of corpus research and students' attitudes toward corpus use in the language learning classroom. Vannestal and Lindquist (2007) investigated students' attitudes toward the corpus when students learned English grammar with a corpus. One experimental group was introduced to the corpus training as a tool for checking grammatical rules such as those involving uncountable nouns, subject-verb agreement, article usage or tense choice, whereas a control group used only grammar books and regular exercises. Students' attitudes toward grammar study with on-line practice and actual grammar knowledge were evaluated by questionnaires and interviews. Students showed a more positive attitude to grammar after corpus activities than before. Moreover, students suggested that the corpora would be more helpful than regular reference books, such as grammar books and dictionaries, when they worked with essay or academic writings in English.

Furthermore, Sun's (2007) study evaluated 37 Taiwanese EFL college students' responses to corpus-based activities. Through a survey after a 3-week on-line

corpus lesson, he found that most students liked corpus-based learning, especially authentic language texts. In addition, they felt that the corpus use helped improve language awareness and sensitivity in individual words or phrases. Sun's study focused more on the students' response toward the corpus as a learning tool, but he did not show how the corpus could actually be incorporated into traditional language classes.

The previous studies have shown that students can be trained to use a corpus to help them in learning foreign language and have found that students' attitudes toward the use of a corpus are positive. However, Vannestal and Lindquist (2007) did not investigate whether or not corpora use actually facilitates students' understanding of English grammar rules or whether their grammar improved. As a result, in this present study, the researchers intend to get a nuanced picture of how students may be able to use corpus and to examine students' work to judge their improvement in learning English grammar, especially adjective clause construction.

Subordinate Clause

It is important to identify for language learners the essential patterns of sentences, which contain main clause and subordinate clause. According to Dykes (2007, p.162), the main clause consists of a simple sentence with one finite verb and it makes complete sentence; Finite verb is a complete verb which has a subject and a verb (Dykes, 2007, p.42). On the other hand, subordinate clauses also contain a finite verb but they do not make sense on their own (Dykes, 2007, p.163). In other words, they are dependent on the main clause for the meaning and add meaning to the main clause. On the same page, Dykes categorizes three kinds of subordinate clauses:

Adjectival (doing the work of an adjective)

Relative pronouns (who, which, that, whom, whose) are used in adjectival clauses that form the subject or object of an adjectival clause. Thus they join the two clauses or two pieces of information about the same person or thing (Dykes, 2007, p.164). For example,

*He is the boy **whom** you met in the shop.*

Adverbial (doing the work of an adverb)

Dykes (2007, pp.168-172) elaborates 9 types of adverbial clauses, namely time (when, after, before), place (where), reason (because, since), manner (as), condition (if), result (so, as a result), purpose (so that), concession (although), and comparison (than).

Noun (doing the work of a noun)

A noun clause is usually introduced by either a conjunction or a relative pronoun which are seen as a unit performing the same function as a noun (Dykes, 2007, p.174). For example, *Where he hid the money is still a mystery.*

In this research, adjective clause is pointed out to be the focus as based on the pre-test of the three clauses, each student in the classroom finds difficulty in its construction. Besides, even though the theory of relative clause construction is given, the example of the construction produced in real-life language use is a necessity as it gives exposure to the language learners to auhentic text.

Authentic Text in Teaching

The importance of using authentic texts in teaching has been shown by a number of applied linguistics studies (Biber and Reppen, 2002; Gilmore, 2004; Berardo, 2006). In the studies it is claimed that using authentic texts in classrooms has a positive effect on students' motivation. Such texts should give students exposure to real language in a real context (Berardo, 2006). Additionally, Berardo (2006, p.63) recognizes four types of authenticity as follow:

a. Authenticity of the texts which is used as input data for students
b. Authenticity of the learners' own interpretations of such texts
c. Authenticity of tasks conducive to language learning
d. Authenticity of the actual social situation of the classroom language

If a text is used in a classroom context which differs from the originally intended context, then the authenticity of the text becomes questionable. In a teaching context authenticity is related to the learning activity and can be conceived as the result of the process of authentication arising from engagement with the learning task (Mishan, 2004).

Description of task authenticity follows the definition of text authenticity since text and task are seen as the one between language input and language output (Guariento and Morley, 2001). They are involved in an integrated process of communication. In doing so, Guariento and Morley (2001) indicate that task authenticity is realized through: (a) A genuine purpose where emphasis is on meaning and communication replicating the process of communication in the real world, (b) Real world targets where a task is clearly connected to real world situations, (c) Classroom interaction, and (d) Engagement

The authentic task functioning the replication of language use in the real world is based on corpus or corpora (plural form). It is a collection of texts or parts of texts upon which some general linguistic analysis can be conducted (Meyer, 2002, p.xi).

Corpus and Corpus Linguistics

The breakthrough of a corpus comes with the access to machine-readable texts which can be stored, transported, and analysed electronically. Viewing the incorporation of corpus research into language teaching, Conrad (2000, p.549) argues that three major influences of corpus-based linguistics on the teaching on teaching of grammar can be seen in 21st century. The following are these three significant impacts:

a. Detailed descriptions of grammar rules will be replaced by register-specific decriptions
b. The grammar instruction will be closely integrated with the teaching of vocabulary in which lexoci-grammar pattern will be central to language description and language learning
c. Emphasis on structural accuracy will be shifted to the appropriate use of alternative grammatical constructions.

To design and maintain a fast, reliable, and large corpus without the guidance of corpus programmer is a formidable task. Therefore, using a free online corpus and concordance that is available to teachers as well as students is more practical. In this research, Corpus Concordance English where Academic Abstract Corpus is built in is used.

In carrying out a linguistic analysis by using a corpus, corpus linguistics has become one of the most wide-spread methods of linguistic investigation in recent years. The role of corpus linguistics in language pedagogy has become more prominent. In this case, Conrad (2002) enumerates four features characterizing corpus linguistics studies which include the use of corpus, computer-assisted analysis, emphasis on empirical analysis of patterns in language use, and use of quantitative and qualitative analysis. All these features are intended to be a part of this study making the corpus approach most dominant in the linguistic analyses.

A number of linguists have proven that applying corpus linguistic techniques has a significant role in teaching ESL/EFL and in materials development (Biber, 1993; Biber, Conrad, and Reppen, 1998; Altenberg and Granger, 2002; Gilmore, 2004; Hunston, 2005). Corpora can offer information on how a language works "that may not be accessible to native speaker intuition" (Hunston, 2005, p.13).

In analysing language from corpus and the way language is authentically used, a concordancer is needed. It is a piece of software, either installed on a computer or accessed through a website by which the user answers his or her language questions of the data the corpus produces. In doing so, students do not browse through sentences from a corpus; instead, they use the concordacing program to search for a selected word or phrase. The node word the students search for is highlighted and displayed in a whole sentence or a truncated sentence. The display may be in KWIC (Key Word in Context) view in which the node word appear in the center of the screen and in traditional sentence view in which the target word is not displayed in the center of the corpus.

METHODOLOGY

This study adopts a corpus-based methodology whose value to linguistic investigations seems to have been convincingly demonstrated in previous corpus studies (Sinclair, 1997; Tse and Hyland, 2006). A corpus can possibly provide valuable information about linguistic use and reliable data for linguistic investigation (McEnery et al., 2006) as it can possibly provide "a repository of evidence about language" (Sealey and Thompson, 2007, p.213). Furthermore, an action research as a methodology is also adopted in this research. It is a form of self-reflective enquiry undertaken by the participants to improve justice of their own practices, their understanding of these practices and the situations in which the practices are carried out (Carr and Kemmis, 1986, p.162, cited in Burns, 1999, p.30). The techniques to collect action research data is qualitative rather than quantitative because the researchers concern to conduct their investigations on themselves and on their own individual or group practices, not on other people. Therefore, in this research, the researchers have less need to adopt quantitative measures to make statistically generalisable conclusion (Burns, 1999, p.78).

Data Source

The data in this study are the result of construction work in the form of an adjective clause student found by a student in the corpus. This data was taken from 36 students in the class A. Structure Analysis This class is a class of teaching by one of the researchers who assisted by classroom assistants. in that a single teacher operating on her own with her class feels the need change or improvement in teaching and is in a position to

translate her ideas into action in her own class (Cohen and Manion, 1994, p.189, in Burns, 1999 , p.34).

During the semester, there are regular class and practicum class must be attended by students. Regular class consists of 16 meeting consisting of 1 meeting in early for the pre-test, 3 meetings to discuss the adverbial clause, 3s meeting to discuss the non-finite clause, 1 meeting for middle-term test, 3 meetings to discuss coordinative clause, and 4 meetings to discuss the adjective clause. In addition to the extension of the theory, students also have to do the exercises related to the clause studied. Similarly, in the practicum class there are 8 meetings; 2 meetings as an allocation for workmanship and discussion questions related to the adverbial clause, 2 meetings for non-finite clause, 1 meeting for coordinative clause, and 3 meetings for the adjective clause. Each meeting in the regular classroom as well as in the classroom practicum consists of 100 minutes. So students spend 200 minutes in class to learn grammar.

Data Collection

The data were collected from meeting 12 to meeting 15 that is in June 2014-July 2014. In this research, data collection includes observational and non-observational techniques (Burns, 1999, pp.78-150). The observational technique comprises taking notes of the descriptions of observed event, of feelings and reactions. It enables the researchers to document classroom interactions and events as they actually occur in which the researchers in this research becomes a member of the context and participates in its teaching and learning activities. The systematic note is in the form of proforma containing headings that separate objective observations from subjective observations. Meanwhile non-observational technique consists of collection of students' written work. The materials enable the researchers to assess the progress the students make and to diagnose areas for further action in classroom research.

This study builds its investigation on Academic Abstract Corpus which was compiled in an electronic format from the World Wide Web. The Web has become a primary meeting place for information and recreation, for communication and commerce for the world's population. As a source of machine-readable texts for corpus linguistics, the Web offers extraordinary accessibility, quantity, variety and cost-effectiveness. Additionally, the abstracts used in the corpus primarily are from universities in countries where English is the native language in which there is no significant difference in terms of length and contribute to balance (www.lextutor.ca/concordancers/corpus_descriptions. html).

To find and analyze adjective clause in this corpus, an online concordance named Corpus Concordance English, a free corpus analysis toolkit completed by several corpora, is run. In this case, the students collect concordance lines and their extended context of the relative pronoun in question.

Action Research

As one meeting of regular Structure Analysis class comprises 100 minutes, the first 30-minute session in meeting 12 starts with a discussion of what the word *grammar* means to the students, their experiences of learning grammar in school and their attitudes toward it. The rest of the time then is devoted to an explanation of adjective clause and its discussion. In meeting 13, the students were given an introduction of corpora in general and to Corpus Concordance English in particular. Then the students carry out introductory exercises which are initially based on concordance list which is printed.

Eventually, in meeting 14 and 15, at the next stage, the students work with hands-on exercises on the computer. In doing so, the teacher presents a search technique and points to various important issues, such as the importance of looking at the context of a keyword in a concordance list and that a concordance list may include lines that have to be disregarded for various reasons, for instance, they may contain examples which are not relevant for the construction under study.

At the next meeting, the students explore a number of aspects of English adjective clause with the help of the corpus exercises developed in the project. The students are instructed to do the exercises in a group and they carry out some of the corpus work outside the classroom, either at home or on public computers at the university. The corpus queries have been formulated in the project and the students is to type in these queries and draw conclusions about English adjective clause construction based on the concordance lines of examples appearing on the screen.

In the classroom a system of peer teaching is implemented based on the students' work at their computers. They work together in groups of 7 and take turns at teaching each other so that everybody is continuously engaged in the language learning process. In this case, the students are encouraged to get involved in discussion rather than just presenting information. This is the application of the importance of varying the roles of tutor and tutee (Falchikov, 2002). While they are at work in the peer groups, the teacher walks around listening to the discussion and helping out if the students run into problems. The students are responsible for presenting a particular subordinate clause problem has not fully understood or for the interpretation of the results of their corpus study. Eventually, the teacher goes through the answers to the corpus exercises in the class to make sure that everybody has understood what can be learned from the corpus and concordance.

This phase involves changing classroom practices in response to the speculation the researchers make. The demonstration of the corpus use in the classroom is given in this phase. It is to see whether the activity encouraged more students to use the corpus. The teacher introduces several corpora, but then focuses more on Academic Abstract Corpus and the concordance applied to conduct a linguistic study in subordinate clause construction. Through the corpus, students at undergraduate level are introduced to the use of corpus in language studies and are also given a snapshot of how linguistic research may be carried out with the assistance of a corpus. In this case, the teacher exemplifies how to do the analysis and points to important issue, such as the fact that a concordance list may include lines that have to be disregarded for containing examples that are not relevant to the construction under study. New activities for the students are set up. The students carry out introductory exercise based on printed-out concordance list. At the next stage, they work with hands-on exercise on the computer. The teacher and the assistant guide the students to use the corpus and the online concordance to gather corpus evidence of subordinate clause construction based on the three-step procedure. This step involves question and answer activity. With the help of the corpus, students acquire knowledge and skills in the language they are studying. The activity may be appealing since it paves the way for students to become researchers as pointed out by Bernardini (2004, p.23) that students have research ambitions and may benefit more from learning as discovery approach. Further, by being exposed to authentic data, students are given a more nuanced

encounter with language which will also make them aware that not all native language uses grammatically correct according to grammatical standards for English. this emphasizes the importance of interpreting corpus data in the light of previously acquired knowledge of English grammar. To boost the contribution of the corpus in Structure Analysis class includes: (a) Giving a 10-minute demonstration of the corpus in a lecture, (b) Creating a weekly discussion forum for the corpus while integrating it into the lecture

As the students become more used to accessing the internet, discussion forums and brief demonstration in the lecture may have a positive effect. In compromising with the obstacles the students face, viz. how to interpret the concordance lines, having a tutor present give solution so that they will not give up if they cannot find an immediate answer to the problem in question.

In class, the students implement a peer teaching based on their work on the computer. They work together in groups of five and take turns at teaching each other so that every student is engaged in the language learning process. This phase also includes selecting all assignments after the students use the corpus and its concordance and comparing the analysis of the assignment before and after the students use the corpus and its concordance.

The Adjective Clause Constructions Found by the Students

The 36 students in Structure Analysis class A took part in this research and they were grouped into 5 of which each consisted 7-8 students. The research lasted approximately in 8 meetings for 8 weeks after other clauses, viz. adverbial, non-finite, and coordination clauses had been discussed.

Before students look for the construction, they are first introduced to theory and examples of adjective clause. However, the examples provided in the handbook does not vary and the context of the sentence was not known because only in 1 sentence 1 complex is not in the discourse. Thus, students need a real example of the use of the adjective clause that is spoken by native speakers of English that can be obtained from the corpus. Actually, it's examples can be found in other texts, such as the complete text of a song or other discourse. However, others fear that the text could have been made not by native speakers or construction adjective clause contained in the text is very simple in terms of construction consists of only one adjective clause in one long text.

The search for adjective clause construction in the English specialized corpus was conducted with the help of Corpus Concordance English. Relative pronoun, that is, *wh*-words including relative pronoun *that* were fed into the search box of the software. As a result, numerous sentences with *wh*-words occurred, but not every sentence contained a relative clause as not every *wh*-word was used as a relative pronoun. In this case, the relative pronouns analyzed are *who*, *whom*, *whose*, and *which*. To avoid unnecessary output, the students use a wildcard search (*) on the left side where the relative pronoun is a 2-word search. Thus, the issue is not a sentence that appears to ask, but a statement.

Concordance lines in the target language may be overwhelming to students. For this reason, the first tasks are focused on just observing the key word in context (KWIC) that is adjective relative pronoun. Before that a couple of online dictionaries and corpus websites had been introduced. In this first step, a handout describing the detail of the lesson was given. This activity is carried out for 1 meeting.

Furthermore, the students did an exercise that is a pattern-discovering exercise which may be more successful if the focus remains on only the KWIC or from one to three words on either side of the KWIC, and not a larger context. For exercise 1, students were divided into 5 groups and task in step 2 is in each group. Then they do peer-teaching within their own group. This is to see how their understanding of the corpus-based worked. This activity was done in two meetings and the complete findings on the construction are in Appendix 5. The following is the given instruction regarding the exercise 1.

After the students obtained the construction in the corpus, they needed to go to the larger context of the output from the corpus to get the complete sentence. In doing so, the students were asked to find the constructions of adjective clauses appearing in the larger context. The construction is on the word unit in the clauses, such as Subject and Verb. Here are a few examples of sentences with adjective clauses the students found:

1. Some rites of passage which involve youth adult partnerships delineate the movement from childhood to adulthood in positive ways while young people (psychological orphans) **who** do not have adult support for rites of passage often create their own rites which involve dangerous risk-taking and destructive behavior. Aching to Age explores rites of passage both ancient and modern, formal and informal examines the place of these rites in meeting the adolescent psychological quest for adulthood (Adult roles) and also explores popular cultural practices by adolescents **who** lack or eschew established rites of passage (concordance for equals who, hit 2)
2. Both the newcomers, **who** are the inhabitants of the site, and the local Anatolian communities interacted closely and exchanged values either consciously or subconsciously (concordance for equals who, hit 101)

For relative pronoun who, the students the students found some constructions, the construction which uses who which refers to a person or people (example 1) and which may be used with a clause that makes a noun specific (example 1), and which may be used with a clause that adds information (example 2). The students know the construction because at the beginning of the meeting before they are applied corpus-based activities adjective clause has been discussed. They stated that the relative clauses who do not have adult support and who lack (example 1) are used to make the noun young people and adolescent more specific. This type of relative clauses is called a restrictive relative clause as they restrict the meaning of a more general noun. On the other hand, in example 2, the relative clause who are the inhabitants of the site is used to say something extra about the newcomers. If this clause is removed, the basic meaning of the sentence would be unchanged. Both who in example 1 and 2 act as the subject of the clause. However, another relative pronoun acts as an object of the clause, that is the pronoun whom.

3. Information about Huntsman-trout and his practice was provided by taped interviews with him, Mrs. Huntsman-Trout, clients, and contemporaries with **whom** he worked (concordance for equals whom, hit 1)
4. Six Maori were interviewed, four of **whom** were qualified clinical psychologists and one who was in the final year of training (concordance for equals whom, hit 2)

5. For example, the high incidence of widowhood and low rates of remarriage for women meant that there were many unmarried women in the settlements, some of **whom** has significant capital (concordance for equals whom, hit 3)

The output for the pronoun whom in 3 hits in which whom in example 3 replaces him, Mrs Huntsman-Trout, clients, and contemporaries in example 4 replaces six Maori, and in example 5 replaces many unmarried women. The pronoun whom in three sentences act as the object of the preposition with and of. In a standard sentence, the preposition and its object normally come after the verb, but because the relative pronoun whom always comes at the beginning of a relative clause, it is a convention to place the preposition at the beginning of a relative, it is a convention to place the preposition at the beginning of a relative clause in formal writing, as in the sentences above.

6. The proposal here is based on Di Sciullo, Muysken, and Singh's (1986) Government Constraint on code-switching, according to which code-switching within a governed element is possible if and only if the governed element includes a 'language-carrier' **whose** language index is identical with the language index of the governor (concordance for equals whose, hit 1)
7. The machine learning is conducted by a neural network, **whose** architecture and data encoding we describe (concordance for equals whose, hit 14)

In the examples of sentences 6 and 7, the relative pronoun whose acts as a possessive that replaces the noun a language-carrier (example 6) and a neural network (example 7).

8. These three items stand for three design fields – architecture, product design, and graphic design - in **which** American corporations invested heavily after World War II. To explore this phenomenon, **which** reached its aesthetic and economic peak between 1956 and 1964, this dissertation studies for corporations- CBS, Connecticut General, Deera & Company, and IBM- that hired constellations of designers to remake their image at multiple scales. (concordance for equals which, hit 1)
9. Great Tinamous lay conspicuous turquoise eggs, **which** I propose have evolved as a female signal to indicate nest location to other females, since joint-nesting is beneficial (concordance for equals which, hit 560)
10. The four leadership attributes used were composed of 18 variables, **of which** supportive, directive, participative, and achievement are the distinct 4 of 18 variables that defined the behavior attributes used in this study (concordance for equals whose, hit 565)
11. The Corpus for the study is the Longman Corpus of Spoken and Written English, **which** is comprised of 31 million words in conversation, meetings, news and academic writing in British and American English (concordance for equals whose, hit 610)

Pronoun which refers to a thing or concept and is most often used in clauses that add information or in a clause that makes a noun specific. In the example 8 – 11, the relative clauses with pronoun which results in 610 hits that are in the form of restricted and unrestricted clauses. The pronoun in examples 8 and 10 is preceded by the preposition in and of as what occurs with the pronoun whom.

While looking for the constructions of adjective clause, the students found a sentence with clauses containing the pronoun who, but was not counted as an adjective clause:

12. The question then becomes, **who** cares? (concordance for equals who, hit 103)

The output of all adjective clause constructions reveals that the most frequent relative pronoun in Academic Abstract Corpus is which occurring in 610 hits. The second one is who occurring in 113 hits –although it is written in the corpus that the output of pronoun who occurs in 114 hits, hit 103 is not counted as it is used in an interrogative sentence, the third one is whose in 34 hits and the last and the least frequent one is whom in 3 hits.

The Way the Students Investigate Adjective Clause Construction

The way the students seek adjective clause constructions demonstrates their understanding of the corpus application. The search was initially not easy for the students because they have to know what the corpus and the most important is they know the adjective clause construction. The latter is important because they must be able to distinguish relative pronouns are used as a connector in the dependent clause or used for indirect interrogative sentence. After students are given an explanation, they began working with the corpus. In this case, for the WHO pronoun used in an independent clause, so they enter a key word in the Concordance corpus, they know that for some construction commas are punctuation and some are not. They then remember that commas in complex sentences that are meant restricted clause that has a different meaning from. It occurred similarly with other complex sentence constructions with different relative pronoun.

Henceforth, after the students became familiar with the adjective clause construction, they were given exercises based on corpus application. Exercise is given value after the students found the adjective clause construction. In this case, there are 4 types of exercises that start with exercises that are given instruction by the teacher to practice made by the student from finding a pattern to using these patterns properly.

A sample lesson of using the corpus was designed to see whether the students can discern patterns and regularities. In doing so, student was asked to re-recognize the pattern of sentences containing adjective clause for each relative pronoun (who, whose, whom, and which). They work in groups but each student was assessed. After conducting peer teaching within their own group, at this stage each student in each group present their findings to the other groups. It is to see the extent of their understanding of the corpus-based work and to get an assessment of their findings by other groups. At this stage, the matter of different exercises done for 3 meetings. The following are the exercises used in the classroom:

Exercise 1

> Teenagers strive for adult roles and passionately seek ways to prove their maturity to themselves, peers, and adults. This quest for adult roles leads teens through a variety of rites of passage both formal and informal. Some rites of passage which involve youth adult partnerships delineate the movement from childhood to adulthood in positive ways while young people (psychological orphans) who do not have adult support for rites of passage often create their own rites which involve dangerous risk-taking and destructive behavior. Aching to Age explores rites of passage both ancient and modern, formal and informal examines the place of these rites in meeting the adolescent psychological quest for adulthood (Adult roles) and also explores popular cultural practices by adolescents

who lack or eschew established rites of passage. Further, Aching to Age looks at the purpose of these rites in the lives of adolescents and finally explores the importance of rites of passage and how adults who interact with adolescents become partners with young people in the transition to adult roles and responsibilities. This study uses two short stories by Flannery O'Connor to explore D. W. Winnicott's theory of early childhood development.

(Corpus Concordance English: Academic Abstract Corpus: 005)

Please analyse the paragraph in terms of:

a. In each of the sentence underline the main clause with pencil and the subordinate clause with pen.
b. In each of the sentence particularly in each main clause please state the Subject and the Verb (Subject Verb Agreement) and write them down at the back of this paper.

Exercise 2

a. Make your own findings in the larger contexts of the adjective clause constructions where some or all relative pronouns are possible to find in one larger context.
b. Then analyse your finding as what you have done in exercise 1.

Exercise 3:

After understanding the construction of adjective clause that they found in the corpus, the next stage is the student must make their own sentences using a relative pronoun (5). In this case, for the first exercise, the students were given a special topic, the topic of the city of Malang, and they are still working in group 1.

Exercise 4:

The students make a sentence containing a relative pronoun that would be a small text about any topic. In this case, they start to work alone, not in groups, to assess the understanding of each student on corpus work. At this point, the exercises were done in two meetings. The first meeting was conducted to complete the previous exercise along with its revision and the following meeting was to complete the revision.

When students investigated the construction the adjective clause indicates that the student can use the previous corpus well because they have obtained the adjective clause and theories about how to use the corpus. Thus, both individually and in groups, Structure Analysis of A grade students have an understanding of the use of the adjective clause by native English speakers.

DISCUSSION

In investigating the adjective clause constructions, the students found it difficult to decide when to use a comma before an adjective clause and when this is unnecessary. However, if they would like to exploration deeper, they would find that the rule is rather simple; if an adjective clause defines or identifies the noun it modifies, comma is not required. For example:

(13) ... *and also explores popular cultural practices by adolescents* ***who*** *lack or eschew established rites of passage* (concordance for equals *who*, hit 2).

In this sentence, the clause *who lack or eschew established rites of passages* identifies a particular *adolescents*. On the contrary, if the relative clause adds additional information or facts about the noun, the clause must be set off from the rest of the sentence by a comma. For example:

(14) *This represents a total response rate of 62 percent,* ***which*** *is adequate for this study* (concordance for equals *which*, hit 14).

In this sentence, the noun *a total response rate of 62 percent* is already identified in which the adjective clause ***which*** *is adequate for this study* adds an additional piece of information about the rate, so it is set off with a comma. The comma indicates that the adjective clause could be removed and the basic sentence will remain the same.

Since an adjective clause is a dependent clause, the sentence it appears in must have a main subject and a main verb besides the ones in the adjective clause. Maintaining correct and consistent sentence structure or construction in sentences with adjective clauses is tricky so that the students need to pay more attention to the construction. Since an adjective clause always follows the noun it modifies, it can appear almost anywhere in a sentence that the noun can appear. For example, in the Subject, in the Object, or in a Prepositional Phrase. In other words, an adjective clause often appears within a main clause, not separate from the main clause. When the adjective clause appears in the Subject or following the subject, it is placed between the main noun and verb of the main clause (examples 13 and 14).

Relative pronouns (*who, whose, whom, and which*) do not have different forms for singular or plural, but they replace both singular and plural nouns. In this case, the students need to focus on subject-verb agreement as well as the verb in an adjective clause must agree with the subject. If the relative pronoun is the subject of the clause, the verb must agree with the noun that the pronoun replaces. Paying attention to subject-verb agreement does a lot when the students are about to compose a writing; they do not write as whatever they like without considering the grammatical aspect. This has been investigated in the study when comparing the scores before and after corpus application that the students made improvement in writing English sentences.

Most of the students found learning the grammar structures through corpus-based activities somewhat interesting and easy. However, a small numbers of the students indicated that they had mixed, uncertain, or conflicting feelings about the difficulty of using corpus based activities in grammar instruction. When the students were asked to compare using corpus-based activities with the use of course book activities in grammar instruction in terms of their difficulty, the majority of the students disagreed with the idea that learning the grammar structures via corpus-based activities was more difficult than learning them via the course book. The students' response reveals that there was a particular grammar structure which the students had learnt more easily through using corpus-based activities. When this question was asked to the students, all the students in the three focus groups agreed that corpus-based activities were not difficult. Furthermore, when they were asked whether they had difficulty in analysing the concordance lines, they had similar answers that the appearance of the concordance lines seemed very strange and challenging as well for the students at first. They stated that they needed help or guidance from the teacher to analyse or understand the concordance lines. Judging from the results of this study, it is thus obvious that the corpus facilitates the students' understanding of grammatical construction. Even though corpus-based activities are helpful in teaching adjective clause constructions, there are other grammar structures that a course book can teach better than corpus-based activities.

Over the three weeks of the treatment, the groups were provided with 4 corpus-based activities regarding the adjective clause constructions. In such a case, the groups analyzed

the concordance lines for each target grammar construction. Lastly, they practiced what they had learnt with the help of the corpus-based exercises.

In order to investigate the first research question of the study, the pre-test scores, the post-test scores –both of the tests were conducted before corpus application, and the corpus-based post-test scores of all students in the five groups were analyzed to see whether the corpus-based activities were effective. The pre-test scores and the post-test scores of the experimental group were compared in order to see whether the students demonstrated learning for the target grammar construction. In order to see how much was learnt from the pre-assessment to the post-assessment, a learning gain score for each individual in the five groups was calculated by subtracting the pre-test score from the post-test score.

Introducing the use of corpora to students requires a great deal of time, support, patience, enthusiasm and reflection from the teacher. It is necessary to spend much time together with the students in front of the computers to help them get to grips with the corpus work.

One of the most negative experiences in the study was the technical problems that the students encountered, and perhaps we overestimated their general computer skills. Furthermore, the students need very clear guidance as to how they should draw conclusions from what they see on the screen. Most students are used to reading about grammatical rules before they see examples. Thus it can take a lot of time and practice for them to understand how they should think when faced with a concordance list of authentic examples, from which they are supposed to extract rules of language use. In doing so, the teacher gave the students more support by spending more time than originally planned in the class.

Catering for the needs of all students in a student group is not an easy task when the group is heterogeneous in terms of proficiency level, linguistic knowledge and motivation. It is possible that using computers in language learning may appeal to students with certain learning styles. On the other hand, it should be remembered that some students in the classroom do not appreciate using computers at all when come to language learning.

The results of the present study have important implications for the teaching practice of English in general and for course and materials design in particular. Findings on the use of English suggest that there are several aspects of this particular language variety that future English professionals should be prepared for. On the basis of the findings, this section puts forth some recommendations for the application of corpus for teaching purpose focusing on the analysed constructions of written English discourse with a practical stance by providing meaningful tasks for the classroom.

CONCLUSION

The present study was motivated by an interest in the English used by the native speakers in written discourse, that is, in Academic Abstract Corpus. The focus of corpus linguistics on real language use made it an appropriate approach for ESP, which also focuses on real language use as represented by texts applied by the respective discourse community. First and foremost, the reason for its focus on real language use lies in the

growing recognition within ESP that tasks and materials need to be based on the analysis of authentic texts used in the target situation language learners learn English for.

This study has attempted to emphasize the advantage of applying corpus-based activities in the teaching of adjective-clause construction. Education can benefit from corpus-based approaches in three different ways: "the dissemination of findings from corpus-based studies, the development of educational materials, and the design of classroom activities" (Biber et al., 1998, p. 236).

The current study indicates that there is more to grammar than just a list of grammatical terms explained through form and definition. It is equally important to offer learners a chance to raise awareness of how the language features are actually used in a range of authentic texts. The findings of this study attempt to empower students and teachers to use pedagogical tools to focus on authentic and contextualized language rather than to focus on isolated and decontextualized grammatical features of target language.

Even if none of the expectations were entirely fulfilled in relation to our original aims, the study has provided a number of valuable insights. In particular, through the qualitative evaluation of the corpus work we have gained explicit knowledge about the students' experience of their learning situation. In future work we hope to be able to investigate more closely how students could best be trained to work independently with corpora, formulating their own queries and interpreting the results. Another interesting area of study would be how corpora could be used to contrast information found in the course book used for language learning with authentic language found in the corpora.

The use of corpus-based approach has been much easier since computers have been greatly improved. Not only can we access more free, large, and representative corpus, but also the pattern-seeking can be carried out more reliably and much faster. Since the use of corpus-based activities requires highly motivated and autonomous learners with the ability to analyze and interpret linguistic data, it is necessary to give careful consideration to technical and theoretical challenges. Applying corpus to the language instruction, a teacher has to be familiar with some basic terms of corpus linguistics such as concordance, hit, and keyword, to name just a few. In addition, for the students, they are expected to be able to utilize the free access internet connection in the university wisely, for example, to learn English grammar through corpus.

References

Altenberg, B. and Granger, S. (2001). The grammatical and lexical patterning of MAKE in native and non-native student writing. *Applied Linguistics, 22*, 173-194.

Aston, G. (2000). Corpora and language teaching. In Burnard, L. and McEnery, T. (eds.), *Rethinking language pedagogy from a corpus perpective: Papers from the Third International Conference on Teaching and Language Corpora*. Hamburg: Peter Lang, 7-17.

Berardo, S. A. (2006). The use of authentic materials in the teaching of reading. *The Reading Matrix, 6(2)*, 60-69.

Bernardini, Silvia. (2004). In the classroom: Corpora in the classroom. In *How to Use Corpora in Language Teaching*. Sinclair, John McH. (ed.), 15-36

Biber, D., and Reppen, R. (2002). What does frequency have to do with grammar teaching? *Studies in Second Language Acquisition, 24*, 199-208.

Biber, D. (1993). The multi-dimensional approach to linguistic analyses of genre variation: An overview of methodology and findings. *Computers and Humanities, 26*, 331-345.

Bloom, L., Rispoli, M., Gartner, B. and Hafitz, J. (1991). Acquisition of complementation. In Bloom, Lois (ed.), *Language Development from Two to Three*. Cambridge: Cambridge University Press.

Boud, D., Cohen, R. and Sampson, J. (2001). *Peer learning in higher education. Learning from and with each other*. London: Kogan Page.

Burns, Anne. (1999). *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.

Claveau, V., and L'Homme, M.C. (2006). Discovering and organizing noun-verb collocations in specialized corpora using inductive logic programming. *International Journal of Corpus Linguistics, 11*, 209-243.

Conrad, S. (2002). Corpus linguistic approaches for discourse analysis. *Annual Review of Applied Linguistics, 22*, 75-95.

Conrad, S. M. (2000). Will corpus linguistics revolutionize grammar teaching in the 21st century? *TESOL Quarterly, 34*, 548-559.

Dykes, Barbara. (2007). *Grammar for Everyone. Practical tools for learning and teaching grammar*. Victoria: ACER Press.

Falchikov, N. (2002). *Learning together. Peer tutoring in higher education*. London: RoutledgeFalmer.

Frankenberg-Garcia, A. (2005). Pedagogical uses of monolingual and parallel concordances. *ELT Journal, 59*, 189-198.

Gabrielatos, C. (2005). TESL-EJ: Corpora and language teaching: Just a fling or wedding bells? TESL-EJ, 8(4). Retrieved 13 March 2014 from http://writing.berkeley.edu/ TESL-EJ/ ej32/ al.html.

Gilmore, A. (2004). A comparison of textbook and authentic interactions. *ELT Journal, 58*(4), 363-374.

Guariento, W. and Morley, J. (2001). Text and task authenticity in the EFL classroom. *ELT Journal, 55*(4), 347-353.

Hunston, S. (2005). *Corpora in applied linguistics*. Cambridge: cambridge University Press.

Hunston, S. and Francis, G. (1998). Verbs observed: A corpus-driven pedagogic grammar. *Applied Linguistics, 19*, 45-72.

Leech. G. (1997). Teaching and language corpora: A convergence. In A. Wichmann, S. Fligelstone, T. McEnery, and G. Knowles (Eds.), *Teaching and language corpora* (pp. 1-24). London: Longman.

McEnery, T., Xiao, R. and Tono, Y. (2006). *Corpus-based Language Studies: An Advanced Resource Book*. London: Routledge, Taylor and Francis.

Meyer, C. F. (2002). *English Corpus Linguistics*. Cambridge: Cambridge University Press.

Mishan, F. (2004). Authenticating corpora for language learning: A problem and its resolution. *ELT Journal, 58*(3), 219-227.

Sealey, A. and Thompson, P. (2007). Corpus, concordance, classification: Young learners in the L1 classroom. *Language Awareness*, 16(3), 208-223.

Sinclair, J. (1997). Corpus evidence in language description. In A. Wichmann, S. Fligelstone, T. McEnery, and G. Knowles (Eds.), *Teaching and language corpora* (pp. 27-39). London: Longman.

Stubbs. (2001). Text, corpora, and problems of interpretation: A response to Widdowson. *Applied Linguistics, 22*, 149-172.

Sun, M.W. (2007). A study of non-traditional college-level EFL students' use of strategy for language learning in Taiwan. In *Journal of National Formosa University*, 27(2), 63-74.

Vannestal, Maria Estling and Lindquist, Hans. (2007). Learning English Grammar with a Corpus: Experimenting with Concordancing in a University Grammar Course. In *ReCALL, 19*(3), 329-350.

Varley, S. (2008). I'll just look that up in the concordance: Integrating corpus consultation into the language learning environment. *Computer Assisted Language Learning, 22*(2), 133-152.

Internet Source:

http://www.americancorpus.org.

http://www.collins.co.uk/Corpus/CorpusSearch.aspx

http://www.webcorp.org.uk

www.lextutor.ca/concordancers/corpus_descriptions. html.

THE IMPLEMENTATION OF EDUCATIONAL MANAGEMENT AUDIT TO MEASURE THE PRINCIPALS' MANAGERIAL PERFORMANCE IN INDONESIA

Teguh Triwiyono; Ahmad Nurabadi
State University of Malang
Email: teguh.triwiyantofip@um.ac.id

Abstract: The purpose of this study is to develop a model of education management audit to measure the principals' managerial performance in Indonesia. The research is by six stages, data collection, product and design planning, product development, product testing using the Delphi technique (*expert judgment*), product testing of principals' users, and revision as well as product refinement. This research is the development type by quantitative data analysis. The scale of instrument measurement which will be used in this development research is the Likert. The collected data is analyzed quantitatively to see the tendency of respondents' answers, in this case are the experts as the valuators and the principal. Meanwhile for the data in the form of verbal, it is used qualitative analysis techniques, by dividing the comments into three namely assessments, deficiencies and improvement recommendations. The research findings show that the model of education management audit to measure the principals' managerial performance: (1) is a good model based on the assessment of experts and practitioners in primary school principals; (2) has three analysis units used, namely the economy, efficiency, and educational effectiveness; (3) has eight components (educational national standards in Indonesia) which is used as the analysis material; and (4) reveal the data in comprehensive, factual, flexible and service-oriented to a good education.

Keywords: educational management audit, principals' managerial performance.

Generally, by seeing difficulties in the implementation of educational management audit to assess the principals' managerial performance, then, the management audit, especially the internal audit can be implemented at schools. This audit is more like a management consulting than an audit work (Jusup, 2010). The management audit may include aspects of the management process, such as planning, organizing, implementing, and monitoring. The management audit can be conducted through the aspects in the management process, but it also can be conducted through the management areas/substances, among others are human resources, production and operations, taxes, environmental, quality assurance, information systems, marketing, and any others. The targets in the management audit are the activity, activities, programs, and areas within the organization which are still identified to require improvement in terms of economics, efficiency, and effectiveness aspects.

The preliminary findings of this study find that the difficulties in the implementation of educational management audit to assess the principals' managerial performance are in aspects of school planning arrangement for various levels which is inadequate, the development of school organizations which runs less in accordance with the requirements, the utilization of school resources which is less optimal to be performed out, the management of change and development of the schools towards learning organization which are less effective to run, the innovative and conducive creation of culture and school climate for the students' learning process which are less supportive, the management of teachers and education personnel in the context of utilization of human resources which is less optimal, the management of facilities and infrastructure in order to empower the resources which are less optimal to be performed out, the school and community relations in order to find fresh ideas, learning resources, and the school

funding which is less obtained in a well manner, the management of learners in order to achieve new learners, and the placement and development of learners which are less optimal to be performed out; and the management of curriculum development and learning activities in accordance with the direction and objectives of the national education which is to be less effective.

It is necessary to be a policy or policies to support the development of educational management audit model for the principals' managerial performance improvement, especially for measuring the principals' managerial performance as the success measurement and forms of performance monitoring and evaluation. The development of educational management audit model is for improving the principals' managerial performance. In addition, further research can be performed out by taking into account the aspects which are the problem of educational management audit.

In Indonesia, the managerial competence as one of the prerequisites for the principals until nowadays is less clear for the measurement system. As the school management activity, the principals' managerial competence can be measured by the economy, efficiency and effectiveness levels in achieving the school objectives. The school management activity can be seen through the achievement of the planning, development, and school resources utilization objectives. High and low the school purpose achievement can be used as the indicators for the principals' managerial performance.

It is said that the principals' managerial performance measurement to be economical if the realization input is smaller compared to the plan input which will be made more economical. Also the other way around, the greater the realization input compared to input plans will increasingly be uneconomical. Meaning that, there should be educational governance improvement by optimizing the existing resources if there is any willingness for the economically educational cost utilization.

The educational efficiency measurement of principals' managerial performance is performed out by comparing the number of performance output generated by the number of inputs used. The greater the output performance generated from the use of small input and / or smaller input used to generate the large output, then it means that an area is more efficient. The measurement formula of educational efficiency is that the similar efficiency with the output per input.

The performance effectiveness of principals' managerial is an indicator for the school success in achieving its objectives. However, the effectiveness does not take account of the costs already incurred to achieve the school objectives. It does not take account of how much costs already incurred by any school, if the objective is achieved, then it is said to be effective. Wijatno (2009: 279) emphasizes, that it requires to be noted that the educational economics, educational efficiency, and educational effectiveness should be interrelated and dependent in order that these three things do not stand alone because it will cause that all the three things can not be achieved (economy, efficiency, and effectiveness) as a whole. A school may be economical, but it is not effective; or conversely, a school may be effective, but it is not economically so that the overall corporate performance and objectives are not achieved.

The managerial performance measurement above can be performed out by eliminating the problems which have been hindering the achievement of the planning objectives, the smooth development, and optimization of the school resource utilization. This research

look at the problems faced by the school related to that, of course, the policy framework is already available into the foundation. Until now, there have been already policies related to the school principals, it is just required the implementation.

The research objective is the development of educational management audit model to measure the principals' managerial performance and to produce products in the form of calculation manual of educational management audit analysis. The research is a continuation and development of the preliminary findings, namely the problem identifications of the educational management audit development model for improving the principals' managerial performance. More detailed objectives of this study can be described as follows: (1) to determine whether the educational management audit model to measure the principals' managerial performance is a good model based on the assessment by principals' experts and practitioners in primary school; (2) to determine whether the educational management audit model to measure the principals' managerial performance can be used through three analysis units, namely the economy, efficiency, and effectivity of the education; (3) to determine whether the educational management audit model to measure the principals' managerial performance through eight components (national standards) which are used as the analysis materials can be done; and (4) to determine whether the educational management audit model can measure the principals' managerial performance, to reveal the data in comprehensive, factual, flexible and service-oriented manners for a good education.

RESEARCH METHODS

This research includes as the research development, the researchers use models of Borg and Gall (1982) which has been modified, selected because in principle, it does not negate the basic steps which must be performed out for the research development which there are similarities. Based on these similarities, the research is performed out through four stages, namely a preliminary study, initial product development, expert validation, and small field testing. There is one stage which is not implemented, namely large-scale field trials.

The preliminary study uses the qualitative design by the case study approach. The type of case studies and the data collection technique used are the modified analytical induction multi-sites. The type of observational case studies focusing on the competency aspects of principal managerial by using the data collection techniques of in-depth interview, observation and documentation are as the main techniques of data collection. The research location is in Malang, precisely at the primary school level. The data source of this research is the primary school' principals, namely there are twenty-one people from four districts in Malang.

The result data from the preliminary study later is developed into the development of intial products in the form of pictures of models, software, and educational management audit guide for measuring the principals' performance. The initial products are then validated by the product testing with aim to obtain the data both quantitatively and qualitatively as a basis for product improvement and refinement. The Product Testing is using the Delphi technique (expert judgment), conducted by four experts consisting of two education management experts, one design expert, and one media expert. Based on the improvements noting by the experts, the researchers required to perform the repeated

revisions of products leading to ease the user to utilize these products. The revisions are then tested on the principals, namely there are five people.

There are two types of data obtained in the expert testing and by the five principals, namely quantitative data and qualitative data. The quantitative data is in the form of expert assessment for the product feasibility to be used, the selected audit formula accuracy for the educational management, the formula accuracy in *Microsoft Excel* program, and the product ease to be used by the users. The instrument measurement scale which will be used is Likert. The obtained data is analyzed quantitatively to see the respondents' tendency, in this case are the experts as valuators. Meanwhile, for the data in the form of verbal, it is used the qualitative analysis techniques in the form of comments consist of assessment, shortcomings, and improvement recommendations.

RESULTS AND DISCUSSION

The preliminary study findings find that the difficulties in the implementation of audit education management to assess the principals' managerial performance are in aspects of planning school for various levels which is less inadequate; the school organization development which run in less accordance with the needs; the school resource utilization which is less optimal to be conducted; the school change and development management towards the learning organization which is less effective to be conducted; the innovative and conducive creation of culture and school climate for the learning students which are less supportive; the teachers and education personnel management in the context of human resource utilization which are less optimal; the facility and infrastructure managements in order to empower which are optimal to be conducted; the school and community relations in order to find fresh ideas; the learning resources; and the school funding which is less obtained in well-manner; the learners' management in order to achieve new learners; and the placement and capacity development of learners are less optimal to be conducted; and the curriculum development management and learning activities in accordance with the direction and objectives of the national education which are less effective.

The preliminary study findings also recommend that there should be a policy to support the development of educational management audit model for the principals' managerial performance improvement, especially for measuring the principals' managerial performance as a benchmark for the performance success and one form of evaluation monitoring as well as the development of educational management audit model for the principals' managerial performance improvement. In addition, the further research can be performed out by taking into account the aspects of the educational management audit problems.

The initial research findings as a basis to create a educational management audit model to measure the principals' managerial performance. The model is developed on the basis of the difficulties on the preliminary findings with the expectation that at the time it will be used, it can not be found anymore. After the development model is made, then product testing is performed out by four experts consisting of two educational management experts, one design expert, and one media expert.

The product testing results show that the model development of management audit to measure the principals' managerial performance with the indicators is stated to be very

precise, systematic, feasible, and easy to apply (82.16%). The application of this development model can be performed out to measure the annual or four-yearly principals' performance. Based on qualitative data, It show that the experts agree for: (a) the model appearance is attractive based on indicators of performance software, title, suitability of title and content, the letter use; (b) the complete guide / manual outline based on indicators of content completeness, the material scope, material suitability, and suitability of material order; (c) the complete guideline / manual content based on indicators of content completeness, and the content breadth; (d) the language use based on indicators of the grammar, use of spelling, word choice, consistency of terminology, grammar, writing a paragraph, sentence usage, spelling use; and (e) the use based on the indicators of the easy understand of the guide, clear presentation, suitability to the school requirements, and applicable.

The study findings from the principals show that the product development of management audit to measure the principals' managerial performance with the indicators is stated to be very precise, systematic, feasible, and easy to apply (78.87%). The application can be performed out to measure the annual or four-yearly principals' performance.

In general, the results show that (1) the educational management audit model to measure the principals' managerial performance is a good model based on the assessment by experts and practitioners of principals in primary school; (2) the educational management audit model to measure the principals' managerial performance has three analysis units used, namely the educational economy, efficiency, and effectiveness ; (3) the educational management audit model to measure the principals' managerial performance has eight components (national standards), which are used as the analysis materials; and (4) the educational management audit model can measure the principals' managerial performance, to reveal the data in comprehensive, factual, flexible and service-oriented manner for a good education.

The study findings show that the educational management audit model to measure the principals' managerial performance is an excellent model based on the assessment by the principals' experts and practitioners in the elementary school. The study findings show that the educational management audit is through the analysis of educational economy, efficiency, and effectiveness which can be used to measure the principals' managerial performance. The educational economic analysis is performed out by identifying whether there are costs which are not needed and should be eliminated or minimized without reducing the necessary requirements and output. The educational efficiency analysis is used to see the utilization of limited educational resources so as to achieve the high optimization. The educational effectiveness analysis is an indicator of an educational organization success in achieving its objectives.

Three categories (and one additional category which is a fourth category, namely an accumulation of the previous three categories) which are tested can run very well by the analysis generated which can measure the principal performance appropriately. The four categories are economic analysis, efficiency, effectiveness, and principals' managerial performance (accumulated of the three categories).

The first category begins by filling out the form of school work program and then conduct an educational economic analysis, input cost of educational plans, input cost of

educational realization, the percentage of educational economic performance achievement by dividing the input cost of realization with the input cost of educational plan and multiplied by 100, giving the qualitative meaning and educational economic score.

Furthermore, the second category begins by filling out the form of school work program and continued by the educational efficiency analysis, the plan ratio carried out between the educational plan input with the educational plan output; the ratio of educational program realization is conducted between the input realization with the realization output of educational programs; the percentage of performance efficiency achievement is by dividing the plan ratio and the realization ratio and multiplied by 100, giving the qualitative meaning, and educational efficiency score. The third category begins by filling out the form of school work program and continued by the educational effectiveness analysis, the value of the performance target, the value of realization output; the performance effectiveness achievement is by dividing the realization output and the performance targets which is then multiplied by 100, giving the meaning qualitative, and economic score.

The last category, namely the accumulation of the three categories above, the fourth category begins by filling out the form of school work program and continued by the principals' managerial performance analysis, the results of educational economic analysis, the results of educational efficiency analysis, the results of educational effectiveness analysis; the principals' managerial performance achievement is by dividing the results of educational economic, efficiency, and effectiveness analyses and multiplied by 100, gives the meaning of qualitative and managerial performance score principal.

As material basic to fill out the form for further analysis based on its units – namely, the educational economy, efficiency, and effectiveness-, it is used eight national education standards. The National education standards consist of content standards, processes, competence of graduations, educational personnel, facilities and infrastructure, management, financing, and assessment of education which must be improved in a planned and regular manner. The national education standards are used as a reference for curriculum development, educational personnel, infrastructure, management, and financing. The national education standard development as well as monitoring and achievement reporting nationally are conducted by a standardization, assurance, and educational quality control education. Currently, the national education standards are set by the Government Regulation No. 32 year 2013. Of course, the development improvement, educational advancement, and community needs will make the educational national standards undergo continuous adjustment.

The educational national standards are used by the school as the foundation for determining the activity and program improvements to achieve the educational objectives. To achieve the educational objective at school, it is required the cooperation of all school personnel (namely, teachers, students, principals, and educational personnel) and parties outside the school having connection with the school (parents, education authorities, foundations, community health centres, and any others). Such cooperation should be fostered and nurtured to achieve the optimum contribution in achieving the school objectives. The relationship or cooperation to achieve the educational objectives with various aspects can be seen as school management services.

By the eight standards, these study results indicate that the educational management audit model can measure the principals' managerial performance, to reveal the data in comprehensive, factual, flexible and service-oriented manner for a good education. These results means that the principals' managerial performance is as the principals' ability to: (1) develop a school plan for the various planning levels; (2) develop a school organization based on the requirements; (3) lead the school in order to the school resource utilization optimally; (4) manage changes and school development towards the effective learning organization; (5) create conducive and innovative culture and school climate for the learners; (6) manage educators and staffs in order to empower human resources optimally; (7) manage school facilities and infrastructure in the framework of optimal utilization; and (8) manage the school and community relations in order to find fresh ideas, learning resources, and school funding, which can be measured using this education management audit model.

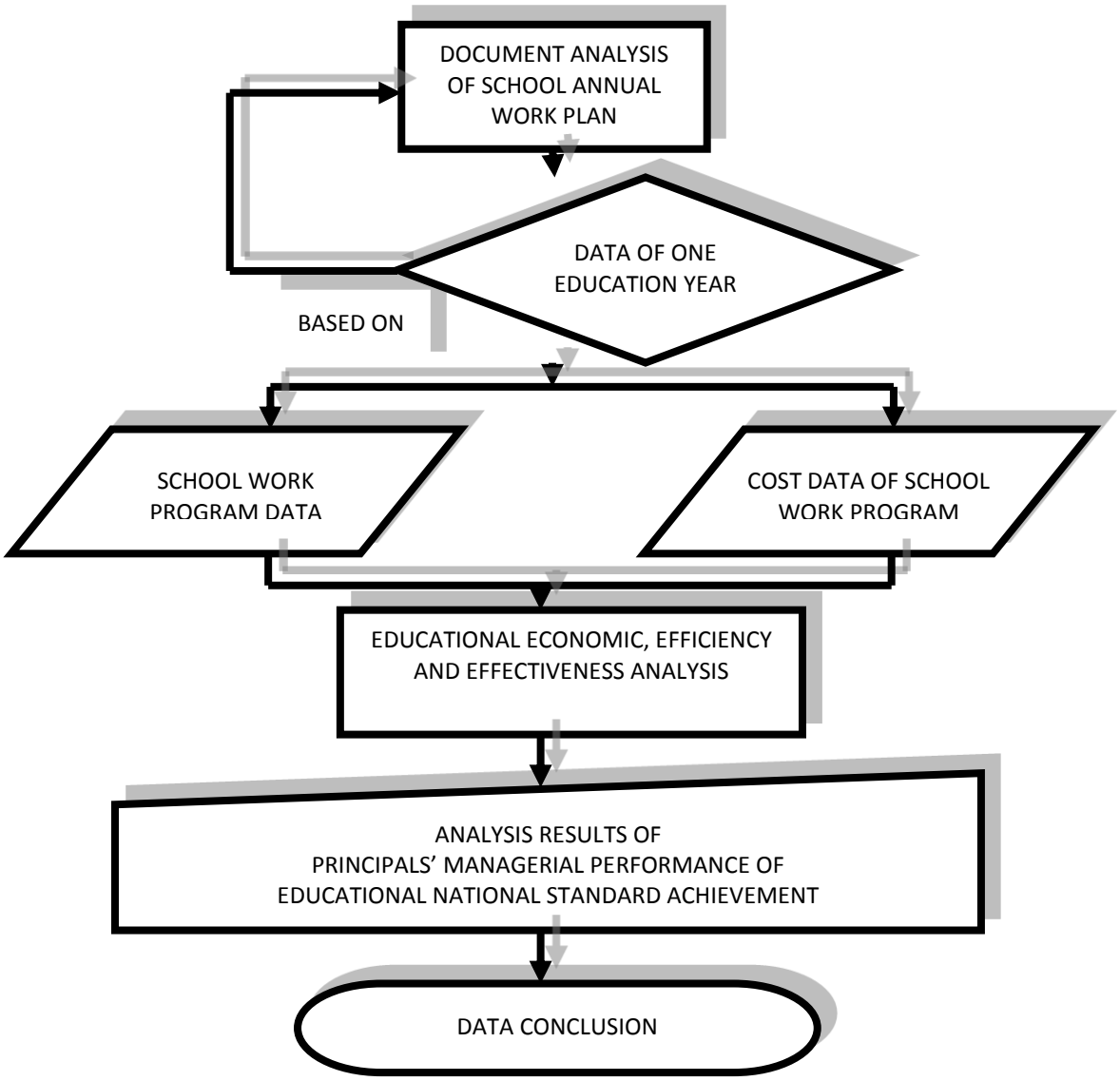


Figure 1 Flow of Educational Management Audit Analysis to Measure Principals' Managerial Performance

As the component comparison used as an indicator, the study by Khoeriyah (2013: 37) showing that the performance evaluation model of inclusive education (EKPI) can be used by seven components, namely leadership, strategic planning, focusing on the learners-parents, need analysis, focusing on teachers -Staff, inclusive classroom management, and outcome.

Related to the educational management audit, the quality of learning and education broadly, has two purposes, namely: normative objective and objectives. The positive objective means that the educational management audit tries to describe, classify, explain and predict phenomena in the educational world. The normative term essentially refers to the standard. The standards used in the audit are economic, efficiency, and effectiveness managements.

According to the research findings related to the preparation of school planning for various planning levels, it seems that what delivered by Agoes (2012: 11) is necessary to consider, that the principals' managerial performance measurements emphasis on evaluation of organizational operation, in this case is the school. The performance management assessment includes: (1) the analytical review procedures, comparing the current period financial statements with the last period; (2) the evaluation of management control system in the organization; and (3) the compliance test to assess the organizational effectiveness.

Based on the problem identification and possible solutions for improved planning through the principals' managerial performance measurement, then as the school management activities, the principals' managerial competence can be measured by the economic level to make improvements of: (1) the provision in determining the value of plan input cost; and (2) the certainty of the value of realization input costs.

To assess the efficiency of the educational process, it will be seen when the educational products which have been set can be achieved by minimal input costs, or the educational products can be obtained maximally at cost (input) which has been set. The educational process can be viewed from two perspectives, namely: as the consumer goods, it produces as output and as the investment goods, it produces *outcomes*.

Based on the research findings, in order to find the efficiency measurement of the principals' managerial performance for the school organization development aspects based on the needs, then it is required to do, namely (1) the plan certainty ratio conducted between the educational plan input and the educational plan output; (2) the ratio provision of educational program realization conducted between the input realization and the out realization of educational program: (3) To determine the educational efficiency score necessary to use as the scale achievement of educational performance efficiency; and (4) the scale as the position and ratings (percentage) of the analysis results which are then given the score meaning.

To calculate the principals' managerial performance effectiveness in the utilization of school resources optimally, indeed there are problems in the way. The performance effectiveness can be conducted by the improvement of eliminating the barrier through the value certainty of performance targets and the value certainty of output realization. To determine the effectiveness score of the principal's performance, it can be used the performance achievement scale. The scale is in the form of status and ratings (percentage) of the analysis results which are then given the score meaning.

Schools ideally conduct the monitoring, evaluation activities, and reporting of the school program or activity implementation by appropriate procedures, as well as arrange the follow-up plans. The school programs or activities are conducted under the control of the schools' principals who are the top management levels at school. Zapeda, Bengtson, and Parylo (2012: 136) stated that by planning good management, the principals should have the ability to identify the school deficiencies, conduct any guidance to support the management process success, and strengthening cooperation with the organizations outside the school.

A research by Thomas (2013: 67) explains that the principals' contribution leadership to the process quality is 0.31 with a positive direction, meaning that the better school leadership, better the process quality. It is similar to a research by Kardoyo (2005) which states that there is influence between the principal leadership and the process quality.

One of the principal managerial practices in Indonesia is by school-based management which has been predicted by the Indonesian government to have positive effects (Mistrianingsih, Imron, and Nurabadi, 2015: 367); it turns out in other parts of the world, the democratic values have been degrading. As revealed by Kimber and Ehrich (2011: 179) that there is a tendency of democratic practice in Australian schools to get degradation; at the decision making and understanding of managerial principals' process on the school-based management implementation have the impact to the educators and learners. It is necessary for the practical orientation change from the exclusive (school) managerial into the community-based managerial direction.

The practical orientation change is required because Darmaningtyas, Subkhan, and Panimbang (2014: 9) mentioned that in the elementary and secondary school level, the school-based management implementation in Indonesia is tendency sign of liberalization bursting. The school-based management implementation in Indonesia is marked by the school committee establishment in which the apparent role is that the fund search function to replace leaky roofs or damaged walls. Hanafi and Ma'sum research results (2015: 58) show that almost all of the school committee roles, among others are giving consideration (advisory agency), support (supporting agency), monitoring (controlling), and liaison (mediator), show that the controlling role is the weakest one among other roles. The controlling includes the less optimal school implementation of the system components (input, process and output), especially in process and output components.

In fact, when imitating other countries which have been running the school-based management, the emphasis is on the educational practice democratization and not at all related to the funding source achievement. The school-based management as applied in the United States, Australia or New Zealand is an attempt to encourage democratization at school level, such as the principals' election, the school uniform, curriculum, textbooks, and school regulation determinations.

In addition to the school-based management activities above, in Indonesia, there are also schools with the managerial practices which are known as the religious-based management. The research results by Imron (2009: 145) related to the religious-based management at school state that in efforts to achieve the quality holistically, academics and non-academics and whole personality, the religious-based schools combine various academic activities and religious nuances. Being the manager and staff of religious-based

schools, it is seen as a noble path chosen by God, therefore, it must be lived with joy and the work as well as possible.

The principals' role in improving the performance of the school community have long been recognized as an important factor in school organization, especially its responsibilities in enhancing learning programs at schools (Gorton, 1990; Hallinger & Leithwood, 1994). Many opinions show that the effective school is the result of effective principal action (Davis and Thomas, 1989; Sergiovanni, 1991). But, it must have to be considered as revealed Giles and Smith (2012: 231) that the educational individual background gives orientation in building the leadership for the principals, especially the individual approach characteristics and the innovations.

Principals carry out the managerial tasks in which there are duties and responsibilities as those in a professional occupation. The principals as an additional task, require the professional ability in carrying out their duties. Running the managerial tasks by the principals is a part of a profession, namely an position or work requiring special expertise as the principal. Wijaya (1994) says that the profession is a position or a job requiring the expertise of its members. Meaning that, the work can not be performed out by just anyone who is not trained and are not specially prepared to do the work. Related to the principals' expertise, there are competencies which must be met, namely managerial, entrepreneurial, supervision, social, and personality.

Of course, the principal's managerial competence is the foundation for managing the educational components. Because, it is a competence and implemented by the school management activities, its presence can be evaluated by measuring the principals' managerial performance. The principals' managerial performance measurement in Indonesia is based on the Minister of National Education Regulation No. 28 Year 2010 concerning The Assignment Teachers as Principals. It is also regulated in the regulation concerning the principal periodization, which is every four years based on the principal's performance assessment. The principal's performance assessment is used to collect, analyze, and record information about the principal's performance based on the competency standards, main duties, and functions as the principal in accordance with the applicable legislation. The assessment period includes the annual and four-yearly by the annual assessor is the supervisor and the four-yearly assessor is directly the superior (with consideration of the supervisory of educational unit, educators, educational personnel, and school committee). The four-yearly assessment results are used to determine the principal's working period for the following four years, if the principal has served two periods and according to the assessment results are very good, it can continue to the third period and the transfer to a school with a lower accreditation.

In Indonesia, the principal periodization begins on January 2nd, 2003 and then, the principal's working time is set for 4 years in one period. So, the first period starts on January 2nd, 2003 until January 1st, 2007. The second period is from January 2nd, 2007 until January 1st, 2011, whereas the third period starts on January 2nd, 2011 until January 1st, 2015. Under this provision, there is no the fourth period.

Based on the above explanation and the research findings, the audit model of educational management can measure the principals' managerial performance, reveal data in comprehensive, factual, flexible and service-oriented manner for a good education. Thus, the educational management audit model can be used as a means to identify the

need for sustainable professional development, provide feedback which can be used as reflection material for the concerned principal so as he or she can continuously improve the performance. Moreover, it can also be used to determine the principal's performance level for certain period of time as a basis in determining the rate of credit professorship getting the additional duty as the principal; the extension of additional duty provision as the principal; and the promotion for other positions related to the educational tasks.

The principal's managerial performance is very important because such research findings by Palit (2012: 151), conclude that there is a positive correlation between principal's leadership and test achievement and a positive correlation between principal's leadership as well as the school service quality and achievement test. Therefore, the achievement test can be improved by the principal's leadership and the school service quality. The elements of principal leadership is that the principal must have the principles of constructive, creative, cooperative, participatory, discretionary, integrative, rational and objective, pragmatic, exemplary, and adaptable. A research by Akadun (2009: 133) also mentions the same thing that the teacher's performance improvement is affected by the principal's leadership;, also can work well when the principal is able to take the responsibility for the school effectiveness; always make changes to improve the result quality; and there is a concerned if there is any decreased integrity.

There is till minimal study on the issue of the principal's performance to be conducted; it seems at the study finding by Hallinger (2011: 125) which states that over the last 40 years, the empirical research on the principal have been only concerning on the following themes: (1) The principal and leadership ; (2) The principal is important, but to be successful, it is required for the encouragement for cooperation; (3) Building leadership capacity needs change; (4) the contextual understanding and strategic leadership; and (5) the leadership and environmental empowerment by the appropriate time and method.

Based on the findings and the discussion above, these show that the school planning preparation for various planning level is constrained by the SOA – *School Operational Assistance* – guideline changes and differences between months within the fiscal year and the school year. Thus, the problem in educational planning seems that the technical instruction yet describes in detail, also there are yet containing the activity description and action order or sequence; as well as the objectives which have been set and formulated clearly yet describe well. Besides, the changes also occur due to the anticipation to the society and technology development which continuously occur.

Based on the problem identification and possible solutions for improved planning by the principal's managerial performance measurement, then as the school management activities, the principal's managerial competence can be measured by the economic level to make improvements for : (1) the provision in determining the value of plan input cost; and (2) the value certainty of realization input costs.

Meanwhile to the organizational development problems based on the needs consist of many elements. These elements consist of: (1) the often change of school which makes the principal's performance in the form of programs and school activities often disrupted; (2) many schools are slow in developing the school organization, because of the lack of cooperation climate among teachers; (3) it is still difficult to adjust the school organization based on the school conditions and the available resources; (4) the lack

teachers' enthusiasm in developing the school organization; and (5) the limited budget and there is label of free schools leading to a lack parents' involvement in educational activities; (6) developing good school which is required many inputs, but not all of the teachers can assist the principals in these matters; and (7) the limited teachers makes it difficult to divide tasks between the skill or ability based on the required tasks.

The problems above seems relevant to evolution theory of contemporary organizational, that currently, the organization has the perspective of open system, the perspective of a social purpose, the main theme of power and politics. Table 1 shows the evolution theory of the contemporary organization. That in recent years (starting in 1975), the organization has had the characteristic: the perspective of open system, the perspective of a social purpose, and the main theme of power and politics. The evolution occurs within the time frame, the underlying themes, and division based on types which are classified into four types having different characteristics.

Table 1 The Theory Evolution of Contemporary Organization

Time Frame	1900-1930	1930-1960	1960-1975	1975-?
Perspective of system	Closed Rational	Closed Social	Open Rational	Open Social
Perspective of objective	Efficiency	Human & human relation	Design –design	Authority & politics
Main theme	Type 1	Type 2	Type 3	Type 4
Theory Classification				

Source: Wahab (2008:29)

The characteristics in each type reflect the organizational condition, if it is reflected in the school the organization, then the school which still has the nuance of a closed, rational, and efficient one indeed seems to be left behind. Schools with the framework of this evolution will be good if the system perspective is the open one with the objective perspective of the social one, while the authority and politics are the place where to generate policies. At school, a policy is made by the principal as the highest official. The principal's policies (the principal managerial activities) can be measured by a management education audit.

Finally, the research results related to education management audit to measure the principals' managerial performance (by unit of educational economic, efficiency, and effectiveness analysis) can be performed out properly if the barrier element can be minimized or if possible eliminated. The economic measurement of principal's managerial performance is conducted by identifying whether there are undesired costs and should be eliminated or minimized without reducing the necessary requirements and output. The arising difficulties is in the planning aspect, that there are still determining the different costs because of different school operation. The efficiency measurement of principals' performance is in the development aspects of school organization based on the needs, there are efforts to improve the arising problems, namely the plan ratio certainty carried out between the educational plan input and the educational plan output as well as there is a ratio provision of educational program realization conducted between the realization input and the realization output of the education program. To calculate the effectiveness of principal' managerial performance for the school resource utilization optimally indeed, there are problems in the way. The performance effectiveness can be

conducted for the improvement by eliminating the barrier through the value certainty of performance targets, the value certainty of output realization, and the adequate calculations to measure the effectiveness performance achievement.

CONCLUSION

The results show that (1) the educational management audit model to measure the principals' managerial performance is a good model based on the assessment of principals' experts and practitioners in the primary school; (2) the educational management audit model to measure the principals' managerial performance has three analysis units used, namely the educational economy, efficiency, and effectiveness; (3) the educational management audit model to measure the principals' managerial performance has eight components (national standards) which are used as the analysis materials; and (4) the educational management audit model to measure the principals' managerial performance reveals the data in a comprehensive, factual, flexible and service-oriented manner for a good education.

References

Akadun. 2009. Faktor Peningkatan Kinerja Guru Dalam Perspektif Kepemimpinan Kepala Sekolah. *Ilmu Pendidikan Jurnal Kajian Teori Dan Praktik Kependidikan*, 36 (2): 133-137.

Case, K.A.N. 2009. *Guru Profesional Penyiapan Dan Bimbingan Praktisi Pemikir*. Jakarta: Indeks.

Darmaningtyas, Subkhan, E, dan Panimbang, F. 2014. *Melawan Liberalisme Pendidikan*. Malang: Madani

Giles, D.L dan Smith, R.J.M. 2012. Negotiating And Constructing An Eduationally Relevant Leadership Programme. *Journal Of Educational Administration*, 50 (2):231-242.

Hanafi, I dan Ma'sum, M. 2015. Analisis Implementasi Kebijakan Pendidikan: Peran Komite Sekolah Pada Sekolah Menengah Kejuruan. *Cakrawala Pendidikan Jurnal Ilmiah Pendidikan*, XXXIV (1):58-66.

Imron, A. 2009. Akar Religi, Sosial, Dan Kultural Manajemen Mutu SD Berbasis Religi. *Jurnal Ilmu Pendidikan*, 16 (3):143-151.

Khoeriyah, N.D. 2013. Pengembangan Model Evaluasi Kinerja SD Penyelenggaran Pendidikan Inklusif. *Journal of Educational Research and Evaluation*, 17 (1):37-54.

Kimber, M dan Ehrich, L.C. 2011. The Democratic Deficit And Schoool Based Management In Australia. *Journal Of Educational Administration*, 49 (2):179-199.

Mistrianingsih, S, Imron, A, dan Nurabadi, A. 2015. Peran Kepala Sekolah Dalam Implementasi Manajemen Berbasis Sekolah. *Journal of Educational Management*, 24 (5):367-375.

Palit, E.E.U. 2012. Hubungan Kepemimpinan Kepala Sekolah dan Kualitas Pelayanan Sekolah Dengan Prestasi UASBN SD di Kota Manado. *Journal of Education and Learning*, 19 (2): 151-157.

Minister of National Education Regulation Number 28 year 2010 concerning the Assignment of teacher as the Principal. Jakarta: Ministry of National Education

Sergiovanni, T.J. 1991. *The Principalship, A Reflective Practice Perspective*. Needham Heigthts, Massachusetts: Allyn and Bacon.

Thomas, P. 2013. The Determinant Faktors Of School's Productivity. *Jurnal Penelitian Dan Evaluasi Pendidikan*, 17 (1):56-71.

Wijatno. S. 2009. *Pengelolaan Perguruan Tinggi Secara Efisien, Efektif, Dan Ekonomis Untuk Meningkatkan Mutu Penyelenggaraan Pendidikan Dan Mutu Lulusan*, Jakarta: Salemba Empat.

Zapeda, S.J, Bengtson, E, dan Parylo, O. 2012. Examining The Planning And Management Of Principal Succession. *Journal Of Educational Administration*, 50 (2):136-158.

THE DEVELOPMENT OF AN INTEGRATED THEMATIC MODEL THROUGH SCIENTIFIC APPROACH BASED VALUE OF INQUIRY IN BLITAR EAST JAVA INDONESIA

Widayati
State University of Malang
Email: widayati29@ymail.com

Abstract: The long-term aim of this research is to obtain a learning model that can promote the integrated thematic learning competence through scientific approach to the students at the primary school age. This research used a model development by Borg and Gall. The results showed that; (1) the integrated thematic model through scientific approach based value of inquiry was an alternative model learning which can help the students in learning not only by memorizing but also by doing, experiencing, proving, and dialoging; (2) from the students' activities it was found that there was any improvements in solving problems in group; (3) the students' creativities indicated the improvements in learning style in which at the beginning, the students' learning style were coming, sitting, writing, and memorizing, then it changed into observing, identifying, analyzing, comparing, and proving; (4) it built an enjoyable community. Moreover, the result of the study showed the excellent highest percentage (85%-100%). This study was in the form of CD which contains integrated thematic learning strategy through scientific approach based value of inquiry

Keywords: integrated thematic learning, scientific approach

The implementation of 2013 curriculum which emphasizes on scientific approach has changed significantly. All subjects are combined in certain theme that does not recognize the competence standard anymore, but it emphasized on Core Competence (*Kompetensi Inti/ KI*) and Basic Competence *(Kompetensi Dasar/KD*). The learning activities are designed to three things namely attitude, knowledge, and skills (Sani, 2014).

Guidelines and principles for the developing of 2013 curriculum point at *Pasal 36 Undang-Undang No. 20 Tahun 2003*, which states as follows.

> Curriculum development must pay attention to the upgrading of faith and piety; enhancement of eminent character; the improvement of ability, intelligence, and interests of learners; diversity and environmental potential of the region; the demands of regional and national development; the demands of the world of work; development of science, technology, and art; religion; the global development dynamics; and the national norms and values (Ridwan, 2014)

The development of 2013 curriculum is a part of strategy to enhance the education achievement. The orientation of 2013 curriculum is the improvement and balance among attitude, knowledge, and skill. There are three factors why 2013 curriculum is developed. First, it is because of the future challenges; such as globalization stream, environmental concerns, the rapid of technology and information, science and technology convergence, and knowledge based economy. Second factor is because of future competencies; including the ability to communicate, the ability to think critically, the ability to consider moral aspect of problems, the ability to become effective citizens, and the ability to understand and tolerant of different views. Third reasons of 2013 curriculum development is because of social phenomenon that arises such as fight among students, drugs, corruption, plagiarism, cheating in exams, and social fluctuation.

Based on the facts which is found at the field of study and as a follow up study from the results of Widayati's research in 2011 entitled "Development of Instructional Model Civic education of elementary school in Blitar", the researcher needs to hold further

developmental research entitled "The Development of an Integrated Thematic Learning Model through Scientific Aprroach based Value of Inquiry".

The focus of this research problem was the development of an integrated thematic learning model through a scientific approach by arranging a learning model in the form of lesson plan (RPP). Then, it followed by implementing the lesson plan to the integrated thematic learning in elementary school. To assess the performance, the researcher used an instrument as an appropriate model assessment for validation purposes. From here forward, the researcher described the effect of learning to be developed based on the assessment and suggestion from the learning implementation.

Based on the data from *Dinas Pendidikan Kabupaten Blitar* (The department of education Blitar) the researcher defined a class of fourth grade to analyze. It was based on the consideration that in the academic year 2013-2015, class IV has been implementing a new curriculum, 2013. It was expected that teachers already had an experience in implementing the curriculum.

RESEARCH METHOD

The research design used in this study was descriptive presentative design. While the research model development used was a model from Borg and Gall (modified by Sukmadinata). The research and development covers four stages; (1) Preliminary Study, (2) field studies; (3) Model Development, (4) field testing model. (Sukmadinata, 2009).

The first stage was the initial stage of preliminary studies or preparation for development. This stage consisted of three steps: first was study of literature, second were field surveys and third was the preparation of the initial product or draft model. Field survey was conducted to collect data related to the planning and implementation of learning.

Based on the data obtained in the field study and on the basis of theory or concept that was inferred from the results of a literature study, the researcher team drafted the initial models of the products developed. The subject of this study was primary school teachers Class IV of the pathfinder of 2013 curriculum target in Blitar, East Java. The researcher used simple random sampling technique by selecting the Elementary School which has been implementing 2013 curriculum for four (4) semesters. From the data in Department of Education designated subject area, there are 14 elementary schools pathfinder of 2013 curriculum target in Blitar East Java

The instruments used in this study were interview guide, questionnaire, and documentation as well as direct observation when the teachers were teaching. Interview guide used to collect data about the views of the difficulties or obstacles in the implementation of 2013 Curriculum. The data analysis technique used in this research was descriptive presentative analysis technique. By using this technique, the collected data was analysed by describing narratively

RESULTS

The researcher stipulated 4 Elementary schools of 2013 Curriculum pathfinder as the subject of study and then developed it by adding 10 elementary schools of 2013 Curriculum pathfinder based on the data from the Department of Education in Blitar area. Therefore, the subject of this study was 14 elementary schools of 2013 Curriculum

pathfinder. From the results of survey obtained from 14 elementary schools as the sample of study, the researcher found different findings, but however there were several things that could be said similar.

The findings of the survey research results on preliminary observations and teachers' interviews on thematic teaching at fourth grade of elementary school indicated that the subject of 4 elementary schools assigned elementary school were represented as follows; SDN Tangkil 1, SD Nglegok 1, SD Kalipang 1 and SD Resapombo. Then it developed extensively represented by 10 elementary schools as follows; (1) SDN Kanigoro 03; (2) SDN Sumberingin 04; (3) SDN Srengat 01; (4) SDN Candirejo 03; (5) SDN Kendalrejo 02; (06) SDN Kademangan 01; (7) SDN Kedung Bull; (8) SDN Beru 01; (9) SDN Sumber Agung 01; (10) SDN Wonodadi 01. Totally,there were 14 elementary schools of 2013 curriculum pathfinder.

The data presentation on "The Development of Integrated Thematic Learning Model through Scientific Approach", detailed as follows.

Tabel .01 The Development of Integrated Thematic Learning Model through Scientific Approach based value of inquiry

No	Activities	Levelof capability							
		Excellent		Good		Fair		Less	
		f	%	f	%	f	%	F	%
1	2	3	4	5	6	7	8	9	10
1	Applying the function of the development of integrated thematic learning model through scientific approach based value of inquiry	5	35,71	8	57,14	-	-	1	7,14
2	Applying the purpose of the development of integrated thematic learning model through scientific approach based value of inquiry	3	21,42	11	78,57	-	-	-	
3	Developing scientific approach in each learning theme/subtheme	6	42,85	8	57,14	-	-	-	
Total		14	99,98	27	192,85			2	7,14
Mean		4,66	33,32	9	64,28			0,66	2,38

Based on the data from table 01, the observation results from 14 respondents showed (a) in the activity of applying the function of the development of integrated thematic learning model through scientific approach based value of inquiry, 5 respondents were in excellent category (35.71%), 8 respondents were in good category (57,14), one respondent was in less category (7.14); (b) in the activities of applying the purpose of the development of integrated thematic learning model through scientific approach based value of inquiry, 3 respondents were in excellent category (21.42%), 11 respondents were in good category (78.57%); (c) in the activities of developing scientific approach in each learning theme/subtheme, 6 respondents were in excellent category (42.85%), 11 respondents were in good category (57.14%).

Based on the survey, the data showed: (a) in the activity of Applying scientific approach in the teaching and learning through observing *(Observing)*, 9 respondents were in excellent category (64.28%), 5 respondents were in good category (35.71%); (b) in the activities applying scientific approaches to learning through questioning approach (Questioning), 3 respondents were in excellent category (21.42%), 11 respondents were in good category (78.57%); (c) in the activities applying experimenting in the teaching and learning (*Experimenting*), 5 respondents were in excellent category (35.71%), 8 respondents were in good category (57.14%), 1 respondent was in less category (7.14%);

(d) in the activities of applying associating/processing/reasoning approach in the teaching and learning (*Associating*), 5 respondents were in excellent category (35.71%), 8 respondents were in good category (57.14%), 1 respondent was in fair category (7.14%); (e) in the activities applying networking in the teaching and learning (Networking), 5respondents were in excellent category (35.71%), 8 respondents were in good category (57.14%), and 1 respondent was in fair category (7.14%).

Table 0.2 The Development of Integrated Thematic Learning Model through Scientific Approach based value of inquiry

No	Activities	Level of Capability							
		Excellent		Good		Fair		Less	
		F	%	f	%	F	%	f	%
1	2	3	4	5	6	7	8	9	10
1	Applying scientific approach in the teaching and learning through observing *(Observing)*	9	64,28	5	35,71				
2	Applying questioning approach in the teaching and learning *(Questioning)*	3	21,42	11	78,57				
3	Applying experimenting in the teaching and learning (*Experimenting*)	3	21,42	10	71,42	-	-	1	7,14
4	Applying associating/processing/reasoning approach in the teaching and learning (*Associating*)	5	35,71	8	57,14			1	7,14
5	Applying networking in the teaching and learning. (*Networking*)	5	35,71	8	57,14	1	7,14		
Total		25	157,12	42	335.69	1	7.14	2	14,28
Mean		5	31,42	8,4	67,13	0,2	1,42		2,85

Table 0.3 Developing Lesson Plan

No	Activities	Level of Capability							
		Excellent		Good		Fair		Less	
		f	%	f	%	f	%	F	%
1	2	3	4	5	6	7	8	9	10
1	Formulating basic competence (KD) in learning: formulating achievement indicators (KI1, KI2,KI3, KI4)	11	78,57	3	21,42	-	-	-	-
2	Developing and organizing materials, media, and learning resources	7	50	7	50	-	-	-	-
3	Developing the learning strategies: methods, strategies, learning model	4	28,57	10	71,42	-	-	-	-
4	Planing the learning scenarios: specifying the type of learning activities, arranging learning steps, determining the allocation of time, motivating the students, preparing questions	6	42,85	8	57,14	-	-	-	-
5	Designing classroom management	7	50	6	42,85	-	-	1	7,14
6	Planning and preparing assessment procedures	3	21,42	10	71,42	-	-	1	7,14
7	Viewing the document of lesson plan	2	14,28	12	85,71	-	-	-	-
Total		40	285.69	56	471,38	-	-	2	14.28
Mean		5,71	40,81	8	67,34	-	-	0,28	2,04

From the data processing on the table 03 on "Developing Lesson Plan (RPP)", it indicated that: (a) in the activities of formulating basic competence (KD) in learning: formulating achievement indicators (KI 1, KI 2, KI 3, KI 4), 11 respondents were in excellent category (78.57%), 3 respondents were in good category (21.42%); (b) in the activities of developing materials, media, and learning resources, 7 respondents

categorized as excellent (50%), 7 respondents categorized as good of respondents (50%); (c) in the activities to develop learning strategies 4 respondents categorized as excellent (28.57%), 10 respondents were in good category (71.42%); (d) in the activities of planing the learning scenarios, 6 respondents were in excellent category (42.85%), 8 respondents were in good category (57.14%); (e) The activities of designing classroom management, 7 respondents categorized as excellent (50%), 6 respondents categorized as good (42.85%), 1 respondent categorized as less (7.14%); (f) The activity of planning and preparing assessment procedures, 3 respondents were in excellent category (21.42%), 10 respondents were in good category (71.42%), 1 respondent was in less category (7.14%); (g) in the activity of displaying lesson plan documents, 2 respondents were in excellent category (14.28%), 12 respondents were in good category (85.71%)

The data obtained from the table 04 on "Development Steps of Integrated Thematic Learning Models through Scientific Approach Based Inquiry Value", are as follows; (a) the activities of an integrated thematic learning process in which the teachers always direct, foster, and invite the students: understand the value that would become the issue, develop the attitude of students to take a decision (Retrieving), 7 respondents were in good category (50%), 5 respondents were in excellent category (35.71%), 2 respondents were in less category (14 , 28%); (b) the activities of an integrated thematic learning process in which the teachers motivate and appreciate the activity in terms of: determining the value of the relevant behaviour. (Finding Information / Retrieving), 4 respondents were in excellent category (28.57%), 9 respondents were in good category (64.28%), and 1 respondent was in less category (7, 14%); (c) the activities of an integrated thematic learning process in which the teacher motivate students to name the values indicated by the behaviour of the student-teacher, identify problems (Rework / Processing), 4 respondents categorized as excellent (28.57%), 7 respondents categorized good (50%), 1 respondent categorized as fair (7.14%), and 2 respondents categorized as less (14.28%); d) in the activities of an integrated thematic learning process in which the students locate and determine the conflicting value (creative / Creating), 4 respondents were in excellent category (28.57%), 8 respondents were in good category (57,14%), 2 respondents were in less category (14.28%); (e) in the activities of an integrated thematic learning process in which the teachers motivate students, appreciate the students in making hypotheses / forecasts: search for data to support a temporary answer, 8 respondents categorized as excellent (32,65%); 3 respondents categorized as good (21,42%), 3 respondent categorized as less category (21, 42%); (f) in the activities of an integrated thematic learning process in which the teachers invite the students in finding alternative proof / truth / error hypothesis (Evaluate / Evaluating), 4 respondents were in excellent category (28.57%), 8 respondents were in good category (32,65%), 2 respondents were in less category (14.28%); (g) the activities in the process of fostering an integrated thematic learning, in which the teachers foster the students to determine that the most appropriate value would be true, 4 respondents categorized as excellent (28.57%), 6 respondents were in good category (42.85%), 1 respondent was in fair category (7.14%), 3 respondents were in less category (21.42); (h) in the activities of an integrated thematic learning process in which the teachers lead students in setting the reason, sources and consequences that may arise from the values of choice, 5

respondents were in excellent category (35.71%), 7 respondents were in good categories (50%), and 2 respondents were in less category (14.28%).

Table 0.4 Development Steps of Integrated Thematic Learning Models through Scientific Approach Based Inquiry Value

No	Activities	Level of Capability							
		Excellent		Good		Fair		Less	
		f	%	F	%	f	%	F	%
1	2	3	4	5	6	7	8	9	10
1	In the integrated thematic learning process, the teachers always direct, foster, and invite the students: understand the value that would become the issue, develop the attitude of students to take a decision.	5	35,71	7	50	-	-	2	14,28
2	In the process of integrated thematic learning, the teachers motivate and reward the students in terms of: determining the value of the relevant behaviour.	4	28,57	9	64,28	-	-	1	7,14
3	In the Integrated Thematic learning, the teachers motivate students to name the values indicated by the behaviour: -Teacher students identify problems, students describe and create a temporary answer	4	28,57	7	50	1	7,14	2	14,28
4	In the process of integrated thematic learning students locate and determine the conflicting value.	4	28,57	8	57.14	-	-	2	14,28
5	In the process of integrated thematic learning, the teachers motivate and reward students in making hypotheses / forecasts: search for data to support a temporary answer.	8	32,65	3	21,42	-	-	3	21,42
6	In the process of an integrated thematic learning the teachers invite the students in finding alternative proof / truth / error hypothesis.	4	28,57	8	32,65	-	-	2	14,28
7	In the process of an integrated thematic learning, the teachers foster the students to determine that the most appropriate value would be true.	4	28,57	6	42,85	1	7,14	3	21,42
8	In the Integrated Thematic learning, the teachers engage students in a set of reasons, the sources and consequences that may arise from the values of choice: students formulate a temporarily answer, estimate and prove.	5	35,71	7	50	-	-	2	14,28
Total		10	250	21	525	-	-	1	25
Mean		1,25	31,25	2,62	65,62			0,125	3,12

Based on data processing on "The Perceptions of Elementary School Teachers as the 2013 Curriculum Target towards the Learning Model through Scientific Approach Based Value of Inquiry", it showed that (a) related to the Obstacles / difficulties in developing a model of integrated thematic learning through inquiry-based scientific approach Value: understanding the model, the development of learning steps, 1 respondent was in excellent category (7.14%), 12 respondents were in good category (85.71%), 1 respondent was in less category (7.14%); (b) in terms of the use of learning activities using the model of learning steps, 7 respondents were in good category (50%), 3 respondents were in fair category (21.42%), 4 respondents were in less category; (c)

about the inquiry-value model understanding, 8 respondents were in good category (57.14%), 2 respondents were in fair category (14.28%), 4 respondents were in less category (28.57; (d) about the need to develop models of Inquiry Value, 4 respondents were in excellent category (28.57%), 8 respondents were in good category (57.14%), 2 respondents were in less category (14, 28%); (e) about the needs of teachers' guide book and socialization of inquiry value model, 3 respondents were in excellent category (21.42%) and 8 respondents were in good category (57.14%), and 3 respondents were in less category (21.42%).

Table 0.5 The Perceptions of Elementary School Teachers as the 2013 Curriculum Target towards the Learning Model through Scientific Approach Based Value of Inquiry

No	Teachers' perceptions	Level of Capability							
		Excellent		Good		Fair		Less	
		f	%	f	%	f	%	F	%
1	2	3	4	5	6	7	8	9	10
1	Obstacles / difficulties in developing a model of integrated thematic learning through inquiry-based scientific approach Value: understanding the model, the development of learning steps.	1	7,14	12	85,71	-	-	1	7,14
2	In the integrated thematic learning, the teachers always use models in learning steps	-	-	7	50	3	21,42	4	28,57
3	In the learning process, the teachers have integrated thematic understanding of Inquiry Value models.	-	-	8	57,14	2	14,28	4	28,57
4	In the learning process, the teachers need to develop models of integrated thematic inquiry Value. Continuation of table 05	4	28,57	8	57,14	-	-	2	14,28
5	In the integrated thematic learning, the teachers need teacher guidebook / socialization model of Inquiry Value?	3	21,42	8	57,14	-	-	3	21,42
Total		8	64,27	35	77	5	35,71	13	99,98
Mean		1,6	12,85	7	15.4	0,2	7.14	2,6	19,99

DISCUSSION

The discussion of the study results about integrated thematic learning survey on "Development of Integrated Thematic Learning Model-Based Inquiry Value" for elementary school students was described into five parts according to the variables generated within the scope of the research.

Development an Integrated Thematic Learning Model through Scientific Approach Based Value of Inquiry was as follow (a) The discussion of the research findings, in terms of the feasibility of elementary school teachers' activities in implementing the function of the development of an integrated thematic learning model through scientific approach based value of inquiry, obtained the highest percentage on excellent category (57,14%), then on good category (35.71%), and on less category (7.14%) ; (b) the accomplishment of teachers' activities in implementing the goals of the development of integrated thematic learning model through scientific approach based value of inquiry obtained the highest percentage on good category (78,57%) then on excellent categories (24,42%); (c) The activities of elementary school teachers in developing the scientific

approach within each theme / sub-theme of learning obtained the highest percentage on good category (57,14%) then on excellent category (42,85%).

These findings indicated that the accomplishment of elementary school teachers' capability in developing scientific approach within each theme / sub-theme of learning in the 2013 curriculum was considered as good because it positioned between the highest percentage of excellent category (78.57%) and the good category (57.14%). However this still needs improvement because the teachers' mastery level should at least reach 85% - 100% (Suparno, 2009).

Development of Thematic Scientific Learning model was as follows: (a) the teachers' activities accomplishment in applying scientific approaches to learning through observation showed the highest percentage on excellent category (64,28%) and on good category (35,71%); (b) the teachers' activities accomplishment in applying scientific approaches to learning through the questioning approach (questioning) obtained the highest percentage on good category (78,57%) and on excellent category (21,42%); (c) the accomplishment of elementary school teachers' activities in applying scientific approaches to learning through the approach of trying (experimenting) obtained the highest percentage on good category (71,42%) and on excellent category (21,42%); (d) the accomplishment of elementary school teachers' activities in applying scientific approaches in learning through associate approach/process/reasoning (associating) obtained the highest percentage on good category (57,14%), on excellent category (42,85%), and on less category (7,14%); (e) In terms of the feasibility activities of primary school teachers in applying scientific approaches in the form of learning through networking approach to learning (Networking), it showed the highest percentage on good category (57,14%), on excellent category (35,71%), and on fair category (7,14%).

These findings pointed out that the teachers' activities accomplishment in developing the approach of *observing, questioning, experimenting, associating, and networking* in the 2013 curriculum, was considered good because it is positioned between the excellent category (78.57%) and good category (57, 14%). It still needed improvement because it was still under the standard 85% -100% (Suparno, 2009)

Lesson Plan Development : (a) The teachers' activities accomplishment in formulating basic competence in learning through a scientific approach showed the highest category on excellent level (78,57%) and on good level (21,42); (b) the accomplishment of teachers' activities in developing and organizing the learning materials, media, learning sources through scientific approach in learning got the highest percentage on excellent category (50%) and on good category; (c) the accomplishment of teachers' activities in developing learning strategies through a scientific approach got the highest percentage on good category (71,42%), and on excellent category (28,57%); (d) the accomplishment of teachers' activities in planning learning activities scenario through scientific approach showed the highest percentage on excellent category (42,85%), and on good category (57,14%); (e) the accomplishment of teachers' activities in designing classroom management through scientific approach to learning was on excellent category (50%), on good category (42,85%), and on less category (7,14); (f) the accomplishment of teachers' activities in terms of planning procedures, type and prepare assessment through a scientific approach to learning was on good category (71,42%), excellent category (21,42%), and less category (7,14%); (g) the accomplishment of teachers' activities in

terms of displaying lesson plan documents through a scientific approach in the learning activities, got the highest percentage on excellent category (14, 28%) and on good category (85,71%).

The findings indicated that the accomplishment of elementary school teachers' ability in organizing lesson plan in the 2013 curriculum was very good because it positioned between the highest percentage on excellent category (85,71%) and on good category (78,57%). In this case, it still needs improvement because the boundary level of teachers' ability is still under standard 85%-100% (Suparno, 2009).

Development of Learning Steps through the Integrated Thematic Learning based Value of Inquiry to the Elementary School Students, as follows: (a) The accomplishment of elementary school teachers in the teaching and learning process was always directing, fostering, and eliciting responses through a scientific approach. The highest percentage reached good category (50%), excellent category (35,71%), and less category (14,28%); (b) the accomplishment of elementary school teachers in the teaching and learning process was always motivating and rewarding students through the activities of the scientific approach to learning. The highest percentage reached good category (64,28%), excellent category (28,57%), and less category (7,14%); (c) the accomplishment of elementary school teachers in the teaching and learning process was always is always searching and determining the conflictive values (processing) through a scientific approach behaviour in learning. The highest percentage reached good category (50%), excellent category (28,57%), and less category (14,28%); (d) the accomplishment of elementary school teachers in the teaching and learning process was always motivating the students to create a hypothesis / forecasts: searching for data to support a temporary answer (creative / creating) through a scientific approach behaviour to learning; The highest percentage reached excellent category (32,65%), good category (21,42%), and less category (21, 42%); (e) The accomplishment of elementary school teachers in the teaching and learning process was always inviting the students in finding alternative validation / error hypothesis (Share / Sharing) through a scientific approach behaviour to learning. The highest percentage reached good category (42,85%), excellent category (28,57%), and less category (21, 42%); (f) The accomplishment of elementary school teachers in the teaching and learning process was always motivating the students to create a hypothesis / forecasts: searching for data to support a temporary answer (creative / Creating) through a scientific approach behaviour to learning; The highest percentage reached excellent category (32,65%), good category (21,42%), and less category (21, 42%); (g) The accomplishment of elementary school teachers in the teaching and learning process was always provoking the students in finding alternative validation / error hypothesis (Share / Sharing) through a scientific approach behaviour to learning (Sani, 2014). The highest percentage reached good category (32,65%), excellent category (28,57%), and less category (14, 28%); (h) The accomplishment of elementary school teachers in the teaching and learning process was always provoking students in finding alternative validation / error hypothesis (Evaluate / Evaluating) through a scientific approach behaviour to learning. The highest percentage reached good category (50%), excellent category (35,71%), and less category (14, 28%).

These findings suggested that the accomplishment to the ability of primary school teachers in the learning process of developing learning steps in 2013 curriculum was very

good because it positioned between the highest percentage of excellent category (64.28%) and the good category (35.71%). In this case, the development of learning steps needed to be improved, since it is located far from the level of the teachers' mastery ability, 85% - 100%. (Suparno, 2009).

Teachers' Perceptions against the Integrated Thematic Learning Model through Scientific Approach based Value of Inquiry was as follows: (a) The accomplishment of elementary school teachers about problems / difficulties in implementing inquiry-value model development through scientific approaches was in good category (85,71%), excellent category (7,14%), and less category(7,14); (b) In terms of activities feasibility about the elementary schools teachers' perception in integrated thematic teaching and learning, the teachers was always using the model in the teaching and learning steps. The highest percentage reached good category (50%), fair category (14,28%), and less category (28,57) (c) From the accomplishment of elementary school teachers' perceptions in integrated thematic teaching learning, they always understood about the inquiry model values The highest percentage reached good category (57,14%), fair category (14,28%), and less category (28,57); (d) from the activities accomplishment of elementary school teachers' perceptions in the teaching of integrated thematic learning, inquiry-value model development was needed; The highest percentage reached good category (57,14%), and less category (14,28%); (e) from the activities accomplishment of elementary school teachers' perceptions in the integrated thematic learning, in which the teachers need teacher guidebook / socialization model of Inquiry Value, it reached the highest percentage on good category (57, 14%), excellent category (21,42%), and less category (21,42%).

These findings suggest that the teachers' perceptions about the difficulties / problems in understanding the inquiry model value through scientific approaches are in a very high category (85.71%). In this case, it needed an improvement in socializing about scientific approach and inquiry model. It could be seen from the data and interview result in which almost all elementary school teachers of 2013 curriculum pathfinder (14 elementary schools based on the data from the Department of Education Blitar) required socialization and teachers guide-books on inquiry value models.

CONCLUSION AND SUGGESTION

Conclusion

From the statement of problems, significances and the results of study, generally it could be concluded that the product of this study was the worthy and valid lesson plan containing integrated thematic learning based value of inquiry in which could be implemented teoritically and effectively to reach learning achievements. Specifically, the product of this study was a CD of learning and teacher's guide book, which generated the implementation of integrated thematic learning strategy that is oriented to the theme / sub-theme of inquiry-based learning with emphasis on the value of superior clarity in improving integrated thematic learning.

This development research also produced learning strategy models which oriented to the scientific approach (Observing; asking; Attempting; reasoning; networking) and oriented to the inquiry values model strategies such as planning, retrieving, processing, creating, sharing, and evaluating. Those models of learning strategies had been tested in

the development of integrated thematic learning method in accordance with the theme / sub-theme of learning, particularly in fourth grade elementary school in particular and had yielded results in the form of CD feasibility study.

Suggestion

The results of this research showed that all learning strategy models which are developed in elementary school are teoritically adequate, can be implemented practically in the teaching and learning process, and is effective to reach the learning achievements. Therefore, it is suggested that elementary school teachers can implement the models of integrated thematic strategy as the result of this research at schools especially in the integrated thematic learning.

Moreover, The Department of Education both at provincial and regional level (district/city) hopefully can socialize the learning strategy models developed in this study to the teachers in various regions.

References

Daryanto. 2014. Toward Ready Curriculum 2013. Yogyakarta: Gava Media.

Department of Education and Culture. 2013. Public Testing Materials Curriculum 2013. Jakarta: the Department of Education and Culture.

Ministry of Education and Culture. 2013. Curriculum 2013. Jakarta: Ministry of Education.

Elmubarok, Zaim. Grounding 2008. Values, Bandung: Publisher Alfabeta

Hoesnan. 2014. Scientific and Contextual Approach In the 21st Century Learning Bogor. Ghalia Indonesia.

Kasihani.2009. Learning models. Malang: State University of Malang.

Mulyasa, E. 2003.Competency-Based Curriculum, characteristics, and its implementation. Bandung: PT. Teens Rosdakarya

Nurhadi, 2004.Contextual Learning and Its Application in the CBC. Malang: Publisher. Malang State University.

Sani.R. Abdullah, 2014. Scientific Learning. Jakarta: PT.Bumi Script.

Sukmadinata, Nana Syaodih.2009. Educational Research Methods. Bandung: Publisher: PT. Teens Rosda paper.

Suparno.2009. Guidelines of Education State University of Malang. Malang: Bureau of Academic Administration, Student Affairs, Planning and Information Systems University of Malang.

Wahab, A.Azis. 1997. Pancasila and Citizenship Education. Jakarta: Ministry of Education Directorate General of Higher Education.

W. Gulo 2005. Teaching and Learning Strategies. Jakarta: Grasindo.

Widayati, Imam Nawawi, Suminah. 2011. Research Development Model-Based Inquiry Learning Civics value. Malang: Research Institute of the State University of Malang.

ORIENTATION COMMUNICATION STYLE STUDENTS IN CLASS

Wildan Zulkarnain
State University of Malang
Email: anzwild@gmail.com

Abstract: The purpose of this study was to describe the orientation style of communication students from the Department of Educational Administration Faculty of Education, University of Malang class of 2014. This study uses a quantitative approach and included in descriptive research. The data source is the entire population of our student AP FIP UM. Data collection tools using a questionnaire. The results showed the majority of our student AP FIP UM force in 2014 has a communication style people-oriented. Based on these results, the lecturer in communication in the classroom is advisable to carry out the process teach in accordance with the orientation of the communication styles of the students. And students are advised to maximize communication styles in a manner capable of changing the orientation of the communication style according to the situation and conditions in the classroom. So as to create effective communication in the classroom that can support the quality of education.

Keywords: orientation, communication style, class

School is an organization in which there is a process of communication. Communication is the delivery of the message or information in the form of verbal and non-verbal. The essence of communication is the idea, news, information, or message delivered from the communicator (the sender) to the communicant (the recipients) with the hope that the communicant react to the communicator (Robbins, 2003). Therefore, if a person wants what has been submitted can be understood by others, then the required knowledge or understanding of how effective communication.

Communication can be said to be effective when a thought or idea that is accepted by the communicant exactly the same as what was envisioned by the communicator. Furthermore, White and Bednar (1991) states that effective communication occurs when the sender and recipient of the news story have the same interpretation of the message. So that effective communication is achieved, then the people who do the communication is obliged to make himself understood; and people who do not understand when receiving messages obliged to ask for an explanation.

In addition to the sender as a means of information, communication is also a process. The communication process is a series of stages that must be passed in the delivery of information. The process of communication has five kinds of elements / basic components, namely: the message sender, message, channel / media, recipients, and feedback (Usman, 2013). The series model of the communication process according Wursanto (2005) through several stages as follows:

a. Communicators: the sender information to create an idea / notion.
b. *Encoding:* preparation of the idea in the form of a message *(message),* symbol or password. Messages can include images, words (verbal / written), eye contact, facial expressions and body motion cues *(body language).*
c. *Channels transmitting:* message delivered through a channel or media, which includes the five senses (eg *face to face)* and nonsenses (via mail, telephone, *e-mail),* both orally and in writing.

d. Communicant: recipient information. When a message is conveyed orally, the communicant can listen. However, if the message conveyed in writing, then the communicant can read it.
e. *Decoding:* communicant interpret and understand the message.
f. *Feedback:* In response, response or feedback. Communicator and the communicant should be seasoned at *(common experience)* in order to be able to respond in accordance communicants communicator expectations.

Communication must be organized effectively at school because the underlying communications or animate a variety of processes and structures instructional, interpersonal, organizational, administrative and school (Hoy & Miskel, 2013). So that the effectiveness of communication is also very important in maintaining a good relationship between teachers and students in teaching and learning in schools. Saondi (2009) states that the teacher let realize that effective communication skills and helps students develop skills; establish open communication channels that encourage students to constructively express his thoughts and feelings; and improving interaction between students, which allows them to know each other and work together.

Some opinions say that the main key in teaching is the teacher must first understand the material to be delivered. It is not wrong, because it is unlikely the teacher will convey the things he did not understand before. But actually if only just understanding alone is not sufficient. That is in addition to understanding the material, the teacher should also be able to understand the various ways of transferring the material to the students. How to transfer that knowledge really is a problem of communication.

At the school level or also in college, communication in teaching is very important and very vital. Vital in the sense that the success of a knowledge transfer is highly dependent of how a teacher (or lecturers at colleges) communicating the material to learners (students). If a teacher is able to communicate, then science can be absorbed and the students can be happily listening to the teacher. For it is very important if a teacher / lecturer should understand the science of communication, should not be too high, at least is about the principles of communication and communication styles.

As already discussed that communication at its core is delivering a message from the sender of the message in this case a lecturer to the recipient of the message, such as students. So that messages can be received and understood, then the sender of the message should understand things beforehand, for example, content, qualifications listeners whether children, adolescents, or adults, as well as material support if necessary. By knowing these things, the delivery of content to run well.

The next thing to do as a teacher is to determine the style of communication that he will wear. Each communicator has each style in communicating a message or material, and they usually have a distinctive style of each. But in fact the communication style can be studied and altered in accordance with the conditions of the communication environment. So a teacher / lecturer in addition to having a unique style, also must have knowledge of a wide variety of other communication styles. This will help him in delivering the message, and under certain conditions can eliminate boredom learners.

Starting from this idea, socio-emotional climate of the classroom is a function of interpersonal relationships and psychosocial climate that occurs in the classroom instructional activities currently underway. The core of interpersonal relationships is a

private communication. So according Saondi (2009) socio-emotional climate situation classes can be traced from the state of interpersonal communication that develops in the classroom. Interpersonal relationships that encourage the establishment of socio-emotional climate positive grade of concern considering the achievement of student achievement and student behavior in the classroom is strongly influenced by the quality of teacher-pupil relationship. Several studies noted that students who feel happy with his teacher has high academic achievement and demonstrated productive behavior.

In this regard, then there is a communication style that is done to support the success of the communication process. Broadly speaking, the communication style can be divided into four orientations styles include orientation: ideas, action, people, and processes (Casse in Widjaja, 2008). Educators should be willing to take the time, energy, and other resources to identify the opponent the communication, especially concerning the communication style of the opponent (communicant). This implies that educators need to know the style of communication opponent or yourself, so that the communication function to function effectively implemented. So the communication styles of different students must also be known by the faculty in order to streamline communication during the lecture progresses.

METHODS

This study uses a quantitative approach to the design or the design of *cross-sectional survey of ex-post-facto*, and is included in descriptive research. The study design is a process that is required in the planning and implementation can be a process of collecting and analyzing data. *The survey* is part of a descriptive study that aimed to describe the events studied as such by systematically (Ary et-all, 2009). *Cross-sectional* the data retrieval is done simultaneously on different subjects by distributing a questionnaire (Arikunto, 2006). *Ex-post-facto* that the data results from events that have occurred and investigators do not manipulate the variables that communication style student orientation.

Source of research data is a student as a respondent, that is, those who responded in the form of written answers through a questionnaire from investigators. In connection with the area of data sources used as research subjects, the study population included in this kind of research, because the data source is the entire population of students majoring in Educational Administration (AP) Faculty of Education (FIP), State University of Malang (UM) class of 2014. The instrument uses a questionnaire and Data processed with descriptive analysis techniques.

The descriptive analysis to describe the events as they studied systematically in order to obtain information about the orientation of students majoring in communication styles AP FIP UM force in 2014 when the study was conducted. Restriction of the study population only at majors AP FIP 2014 UM force solely for practical reasons that researchers teaching in the classroom and researchers aim to improve the effectiveness of the communication process in the class lectures in class. So it is expected to improve the quality of lectures and achievements of the younger students.

RESULTS AND DISCUSSION

Result

Descriptive Data communication style orientation majors AP FIP UM force in 2014 showed that 20% of respondents have a communication style that is action oriented. Furthermore, 18% of respondents have a style of communication process-oriented. Then 55% of respondents have a communication style people-oriented. As well as 7% of respondents have a communication style that is oriented ideas. So the majority of student respondents have a communication style people-oriented.

When broken down by gender, the male students who have a communication style that is action oriented as much as 9%; process-oriented 8%; 75% of people-oriented; and oriented towards the idea of 8%. As for the female student who has a communication style that is action oriented as much as 24%; process-oriented 22%; 48% of people-oriented; and oriented towards the idea of 6%.

Discussion

Pierre Casse in his book "Training for the Cross Cultural Mind", explains that there are four value orientations that affect communication styles include: orientation to action, orientation to the process, orientation to the orientation to the idea (Melissatirado, 2014). The effect of the fourth The kind of orientation can be read on the issue of what was discussed at the time of communication (content) and how the communication was done (process).

Widjaja (2008) further describes in detail the characteristics of the four orientations that affect the value of the communication style according to the Pierre Casse. Style *action-oriented* communication, communication contents talking about: learning outcomes, learning objectives, academic achievement, learning productivity, efficiency of learning, the learning progress, learning responsibility, feedback, challenge, experience, success, change, decision. In terms of process characteristics are: pragmatic, directly on achievement of objectives, impatient, quick disconnect, jumping from one idea to another opinion, excited.

Process-oriented communication style, the content of the communication talks about: facts, procedures, planning, organizing, monitoring, testing, experimentation, analysis, observation, evidence, details. In terms of process characteristics are: systematic, logical, factual, speak long, not emotional, carefully and patiently.

Communication style *people-oriented*, the contents of the communication are talking about: people, needs, motivation, teamwork, group, communication, feelings, spirit groups, understanding, sensitivity, vigilance, beliefs, values, expectations, relationships, self-development. In terms of process characteristics are: spontaneous, can share feelings, warm, subjective, emotional, perceptive, sensitive.

Communication style oriented *ideas*, the content of the communication tend to talk about: concept, innovation, creativity, opportunity, possibility, the great designer, issues, interdependent, new ways, increase, problems, potentials, alternatives, what's new in a field. In terms of process characteristics are: imaginative, charismatic, hard to understand, self-centered, not realistic, creative, full of ideas, and provocative.

Communication Style Oriented Actions

The main characteristic of this style is a good communicator happy action in completing the work, solve problems, and to fix something. Character style action-oriented communication, namely: draw up its own purposes; rapid decision-making; like achieving something with the business; impulsive / always encouraged; jumping from one task to another; like things are straightforward; When starting something will continue until completion; not like the delay time; wants to receive feedback on the work; greatly appreciate the experience; impatient with the assignment of a long and slow; love handle multiple programs at the same time; learning through work; and look for challenging tasks.

As many as 20% of respondents have this style. The advantages of the action-oriented communication style is always motivated communicator to work, the work can be completed on time, and many gave the work. While the weakness of this style is the communicator less attention to the process of work, relationships with colleagues, and closed to input the ideas of others.

Communication Style Oriented Process

The main characteristic of this style is a communicator like facts, happy to organize making structure, strategy and tactics. Character-oriented communication style in the process include: addressing the problems in a systematic way; like attending group meetings were arranged with good; against things like itemized; make important decisions carefully; every action is always preceded by analysis; using an alternative methodology for testing; likes to focus on one issue at a particular time; believes that new ideas should be tested first before use; remains "cold" in tension; believes that the step by step approach is very effective; relied on observation and data; the facts speak for themselves; considers emotion creates problems; and believe in the scientific approach.

As many as 18% of respondents have this style. The advantages of the process-oriented communication style is more concerned communicator in the process of completing its work so that the work obtained maxima. While the weakness of this style is the communicator in completing the work requires more time because of the many processes that worked so less efficient time. Communicators also less amenable to the idea of other people's input.

Communication Style Oriented People

The hallmark of this style is the communicator more attention to social processes, human interaction, communication, collaboration, social systems, and motivation. Character-oriented communication style include: trying to understand the feelings of others; considers a good relationship is very important; love learning about other people; like if other people liked; believes that in order to complete the work, people need each other; talk and work with others is a creative activity; communication with other people is the goal, not a tool; can express feelings openly; believes that the team is more effective than the individual; likes to work with others; learning through reciprocal relationships with others; cooperation is very important to him; like the urge to interact with others; sensitive to the needs of others; able to assess the atmosphere of a group; sees itself as a facilitator; feel to believe in yourself.

As many as 55% of respondents, or the majority of the student generation AP 2014 has this style. The advantages of the people-oriented communication style is easy communicator in cooperating with others so that the work can be easily resolved by the team. While the weakness of this style is less communicator can work individually.

Communication Style Oriented Idea

The main characteristic of this style is the communicator liked the concept, theory, exchange of ideas, innovation creativity, and things that are extraordinary. Character-oriented communication style include: love to read; use imagination as much as possible; mind never stops working; do not like things that are detailed; tend to start something but often do not finish it; trying out new ideas on others; like driven intellectually; loved playing with the idea; fast thinker; more interested in the future than in the past; search for new possibilities; like solving problems creatively; like designing new programs; importance of self-actualization; and abstraction are considered interesting fun.

A total of 7% of respondents have this style. The advantages of the idea-oriented communication style is a communicator always find new ideas in his work better and interesting to do. While the weakness of this style is the communicator lacking in action working so tasks tend not resolved on time.

Communicate accordance with Communication Styles

Although there are four different communication styles, but basically everyone has only four forces there is a style that stands out in every individual. Communication style is influenced by the situation, personality, culture, experience and circumstances. One can change the style of communication, but in a critical situation people tend to use the most dominant communication styles (Widjaja, 2008).

After knowing the opponent communication style and the self, the next step is to follow up in an act of communication in accordance with a particular style. Ideally a lecturer should carry out the learning process in accordance with the orientation of student communication style. One way is by grouping students according to the orientation of communication style, and then professor teaching methods adapted to communicate with each group. For guidance in communicating according Melissatirado (2014) can be outlined as follows.

When communicating with people who are **action-oriented,** then: from the beginning focused on results (to express a conclusion at the beginning of the discussion); reveals the best recommendation (do not offer many alternatives); try talking concise; emphasize the practicality of your idea; and use visual aids.

If communicating with **a process-oriented,** then: express something with the right (expressing facts); arrange presentation in a logical sequence (background, current situation, and results); break them down your recommendations; cakupkan choices with consideration of their strengths and weaknesses; do not push people-oriented processes to act quickly; and stacking the material in a clear framework.

If communicating with the **people-oriented,** then: take the time to chat before the discussion of the topic to be discussed; emphasize the relationship between your material with those involved; show the success of the ideas that you propose; show the support of the people is respected; use informal writing style.

When communicating with people oriented **idea,** then: provide sufficient time for discussion; be patient when the conversation stray from the topic; at the time began to speak, try to connect the topics discussed with the concept or idea that is wider; emphasize the uniqueness of the idea or topic to be discussed; associate the idea of impact you are talking about the future possibilities. As well as if writing to the person, Emphasize the early part of the main underlying concept, start with a thorough statement and then spare you the details.

In principle, the task of the teacher is to create and develop the relationship with social class foster mutual respect and develop a healthy and open communication that is based on mutually agreed norms (Saondi, 2009). So if the lecturers teach how to communicate in accordance with the orientation of the communication styles of students, it is expected that the students are not difficult to absorb information lecture material. However if the lecturer in lectures communicate leads to a certain style orientation different communication styles possessed by students, then students should respond in a way to enrich the course material from various other sources.

All features and steps to communicate with people who have the tendency of certain communication style that needs to be studied and developed continuously, especially for educators in order to achieve an effective communication process with students in the classroom. For example, no matter how clever a person's speech / lecture, but do not pay attention to the situation communicant orientation in thought and action, then it is very difficult to expect the occurrence of a change in behavior (the desired effect) in people who talk to them. It could even happen that the worst effects of rejection of the communicant, because the message communicator is deemed not in accordance with expectations and their actions.

CONCLUSION

Most or the majority of our student AP FIP UM force in 2014 has a communication style people-oriented. Meanwhile, if broken down by gender, the majority of male students have a communication style people-oriented; and the majority of female students also have a communication style people-oriented.

In accordance with the results of the study, then a lecturer in communication in the classroom must carry out the learning process in accordance with the orientation of student communication style. One way to classify students according to the orientation of communication style, and then professor teaching the methods of communication that have been adapted to each group. While students are advised to further maximize communication style in a manner capable of changing the orientation of the communication style according to the situation and conditions. So that students not only in the orientation course for the sake of the effectiveness of the communication style of communication in the classroom that can support the quality of education.

References

Arikunto, S. 2006. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.

Ary, D., Jacobs, L. C., Razavieh, A., & Sorensen, C.K. 2009. *Introduction Research in Education.* Canada: Wadsworth Publishing.

Hoy, W.K., & Miskel, C.G. 2013. *Educational Adminitration: Theory, Research, and Practice.* New York: McGraw Hill.

Melissatirado. 2014. *Communication Styles: Self-Assessment*. (Online), (http://melissatirado.com/2014/10/26/communication-styles-self-assessment), diakses 9 September 2015.

Robbins, S.P. 2003. *Organizational Behavior*. New Jersey: Prantice Hall Upper Saddle River.

Saondi, O. 2009. *Pendidikan Bermutu*. Yogyakarta: Dee Publish.

Usman, H. 2014. *Manajemen: Teori, Praktik dan Riset Pendidikan.* Jakarta: Bumi Aksara.

White, D.D., & Bednar, D.A. 1991. *Organizational Behavior: Understanding and Managing People at Work.* Boston. Allyn and Bacon.

Widjaja. 2008. *Komunikasi dan Hubungan Masyarakat*. Jakarta: Bumi Aksara.

Wursanto, Ig. 2005. *Dasar-Dasar Ilmu Organisasi*. Yogyakarta: Andi Offset.

RELATIONSHIP OF SELF EFICACY AND COGNITIVE LEARNING OUTCOMES IMPROVING RADIO RECEIVER SUBJECTFOR STUDENTS OF SMK NEGERI 2 KUPANG

Yetursance Y Manafe
Postgraduate Student at State University of Malang
Email: ucemanafe@yahoo.com

Abstract: Self-efficacy reflects the level of confidence in executing certain tasks. The purpose of this research is to see the relationship of self-efficacy on the cognitive learning, efficacy in this study include self-efficacy academic, social and emotional which adaptation of instruments developed by Muris (2001) consists of 24 items of questions with the lowest score of 24 and the highest score of 120 for categories of high self-efficacy and low self-efficacy. The subjects of this study were students of SMK Negeri 2 Kupang, class XI with 49 students. For all 24 items is significant. The design used in this study is Pearson Product Moment Correlation Coefficient by first doing a data normality test with significance 0.247 which shows normally distributed data. Correlation test is then performed using SPSS version 20.0 for windows, correlation values obtained academic self efficacy with learning outcome r (0,139) showed a very weak correlation with the direction of the relationship is positive. The value of social self-efficacy correlation with learning outcome r (-0.072) showed no correlation with the direction of the relationship is negative. Correlation values for emotional self efficacy with learning outcomes r (0.090) showed a very weak relationship and towards a positive relationship. Of the three correlation values are then most closely related to the learning outcomes is academic self-efficacy. A high correlation value of social self-efficacy (0.459) and emotional self-efficacy (0.577) does not have a significant influence.

Keywords: cognitive learning, improving radio receiver, self-eficacy.

Improving Radio Receiver as one of the basic subjects of expertise in Engineering Audio Video including one of the subjects of practice with abstract theories. (Kurikulum SMK, 2014) Based on observations during the second semester of the year 2013/2014 the students of SMK Negeri 2 Kupang data showed that the participation rate of students to these subjects is still low, especially in the learning process and the majority of students tend to be passive and less serious in following the learning process, which in turn has implications for the results learning that has not maximal which student learning outcomes at the level of completeness 60% - 70%.

Low levels of student participation in the learning process can be caused by various factors. Bandura in his research revealed that there is a factor called self-efficacy refers to "a person's beliefs about her abilities to learn or perform actions at specified levels" (Bandura, 1977), Based on the self-efficacy of a person, he can plan and implement actions that lead to the achievement of specific objectives according to the decision (judgment) a person for his ability. In other words, in performing certain tasks, self-efficacy is the belief of self-assessment with regard to the competence of a person to be successful, so by Bandura self-efficacy is the "key factors source of human action (human egency) on what people think, believe, and feel that affect how they act".

Self-efficacy also affects a person's actions, how much effort they take, how long they will persevere in the face of obstacles and failures. According Pajares (1996, 1997), the behavior can be predicted by predicting a person's perceived self-efficacy. Further Pajares revealed that specific self-efficacy tend to occur in areas of study or specific skills. also said that the various settings achievements diverse effects caused by self-efficacy .

This study will examine the relationship of self-efficacy with the cognitive learning. Efficacy in this study was adapted from an instrument developed Muris (2001) consists of 24 items of questions covering 8 items efficacy question academic, social efficacy question item 8,8 items of emotional efficacy question. While the cognitive learning which will be its association with self-efficacy is obtained the test scores of students of class X Engineering Audio Video for subjects Fixing Radio

Self- Efficacy

Self-efficacy reflects a person's level of confidence in fulfilling certain tasks. According to Bandura (1977) self-efficacy is the decision (judgment) a person for his ability to plan and carry out actions that lead to the achievement of certain goals. In other words, the level of self-efficacy is the belief of self-assessment with regard to the competence of a person to succeed in the task.

Correlation of self-efficacy with learning outcome

According to Bandura (1977), self-efficacy beliefs are the key factors source of human action (human egency) on "what people think, believe, and feel that affects how they act".Self-efficacy beliefs also affect a person's actions, how much effort they take, how long they will persevere in the face of obstacles and failures. According Pajares (2002), the behavior can be predicted by predicting a person's perceived self-efficacy. (Zajacova, et al, 2014).

Efficacy in view of the Social Cognitive Theory

The construct of self-efficacy describe the core aspects of social cognitive theory Bandura (Bandura, 1977, 2000, 2001). Experts social cognitive theory assumes that the level of self-efficacy are the key variables that influence learning self-regulation (Schunk, 1986). In support of this assumption, the perception of self-efficacy learners found to be associated with the two key aspects of the repetition of the reciprocal (reciprocal loop) on the feedback submitted, namely the use of learning strategies and self monitoring Some studies found that the perception of self-efficacy is positively related to the learner's learning outcomes as task persistence (Zimmerman & Ringle, 1981) choice task (Bandura and Schunk, 1981), a study of effective activities, and academic presentations.

Self-efficacy as an Indicator of Success Learning

Efficacy in several studies showed an association with academic achievement (Pajares, et al, 1999). Learners who have low self-efficacy for learning may avoid the duty, whereas learners who rate themselves high confidence more likely eager in doing the task (Schunk, 1990). From this it can be concluded that the success of learners who observed and relate it to their own abilities, their self-efficacy increased. Whereas when they believe that they are less capable, and they are not able to achieve their own ability, they may not be motivated to study harder. Self-efficacy beliefs can affect individuals perform successfully conduct necessary to obtain the desired results, (Shkullaku, 2013). When humans have strong feelings on self efficacy, they will go ahead take a greater effort to fulfill or complete the task and dispel the obstacles they face than people who have a weak sense of efficacy him. (Zajacova, 2005), Thus learners who have a higher self-efficacy will have a higher intention anyway and are more likely to keep working on the task, despite facing obstacles from the outside. (Choi, 2005).

RESEARCH METHODS

The aim of this study was to examine the relationship or correlation between self-efficacy with cognitive achievement of SMK students grade XI TAV with no treatment given in the form of strategies or methods. students are given a number of questions related to subjects already completed class X. The hypothesis constructed in this study is a positive relationship between self-efficacy with student learning outcomes.The subjects of this study were students of SMK Negeri 2 Kupang XI odd semester in 2015/2016 amounted to 49 people.

Instruments used in this research is Self Efficacy Questionnaire for Children (SEQ-C) developed by Peter Muris (2001). This instrument was developed based on Bandura's self-efficacy developed (1999) by the name of Assessment of self-efficacy in children and adolescents. Instruments SEQ-C test is by three aspects, namely: Instruments SEQ-C test focused in three aspects, namely: Academic Self- Efficacy (ASE) which focuses on the perception of the ability to manage learning attitude, mastery of the material and completing academic assignments, Social Self Efficacy (SSE) focuses on the perception of children's ability to connect with peers and Emotional Self - Efficacy (ESE) related to the perception of ability to cope with negative emotions. Muris test these instruments for 330 children from public schools from aged 14 to 17 years. The reliability of these instruments with a view Cronbach 's Alpha ASE is 88, for SSE is 85 and ESE is 86. The instrument consists of 24 items with each 8 items for the ASE, SSE and ESE. Each answer is given a score of 1 (not good at all) to 5 (excellent)

To answer the purpose of this study, carried out the hypothesis that self-efficacy of students has to do with the results of the study used correlation analysis to explain the strength and direction of the relationship between two variables. Correlation is undirectional, which means nothing is placed as a predictor and response. Figures correlation ranged from -1 s/d +1. The closer to 1, the closer the correlation is perfect. While the negative and positive values indicate the direction of the relationship. Directions positive relationship indicates that the pattern of unidirectional relationship or the higher A causes an increase also B (A and B were placed as a variable) Interpretation according Sugiyono correlation number (2007): 0 to 0.199 (Very weak); 0.20 to 0.399 (Weak); 0.40 to 0.599 (Medium); 0.60 to 0.799 (Strong); 0.80 to 1.0 (Very strong). The design used in this study is Pearson product moment correlation coefficient.

RESULT AND DISCUSSION

Before testing the correlation first tested the validity and reliabulitas data. From the test results showed that 24 items are all valid with corresponding data reliability Cronbach's Alpha 0.860 greater than the 0.05 standard. As shown in Table 1.

Tabel 1. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.852	.853	24

Further testing normality of the data, and the test results obtained 0,247 more significance values greater than 0.05 are normally distributed.

The next step is to test the correlation using the Pearson product moment correlation coefficient and the results of tests for correlation of data obtained in academic self-efficacy, social and emotional with are shown in Table 2.

Tabel 2. Correlations Self Efficacy With Cognitif Outcome

		N	Pearson Correlation	Sig. (2-tailed)
Self Efficacy	Academic	49	.139	.340
	Social	49	-.072	.623
	Emotional	49	.090	..541

Source: Research Data, 2015

Based on the table 2, the value of the correlation (r) between self-efficacy by learning outcomes Improving Radio Receiver consecutive described as follows:

a. Value for self efficacy correlation with academic learning outcomes r (0,139) showed no relationship between self-efficacy with the cognitive learning but this relationship is very weak while the direction of the relationship is positive because the value of r is positive
b. The value of correlation to social self efficacy with the learning outcomes r (-0.072) shows a very weak relationship between self-efficacy in cognitive learning HSIL and direction of the relationship is negative because the value of r is negative, it indicates that although the efficacy of high social value but not affect
c. The value of the correlation for emotional self efficacy with the learning outcomes of r (0.090) showed a very weak relationship between self-efficacy in cognitive learning outcomes with the direction of the relationship is positive because the value of r is positive.

Table 3. Correlation of partial efficacy of academic, social and emotional learning outcomes

		Academic efficacy	Social Efficacy	Emotional Efficacy	Learning Outcome
Academicefficacy	Pearson Correlation	1	.459**	.577**	.139
	Sig. (2-tailed)		.001	.000	.340
	N	49	49	49	49
SocialEfficacy	Pearson Correlation	.459**	1	.647**	-.072
	Sig. (2-tailed)	.001		.000	.623
	N	49	49	49	49
EmotionalEfficacy	Pearson Correlation	.577**	.647**	1	.090
	Sig. (2-tailed)	.000	.000		.541
	N	49	49	49	49
LearningOutcome	Pearson Correlation	.139	-.072	.090	1
	Sig. (2-tailed)	.340	.623	.541	
	N	49	49	49	49

**. Correlation is significant at the 0.01 level (2-tailed).

If viewed as a partial self efficacy: academic self- efficacy, social, emotional and cognitive learning outcomes correlated with the academic self-efficacy closest relation to the learning outcomes, and to encourage the increased efficacy of the academic self-

efficacy emotional correlates better than social efficacy to support the increase of learning outcomes.

In this study, it can be said that self-efficacy only contributes 0.3%, while 99.7% was contributed by other factors to the achievement of learning. Another study also states that there is no a positive and significant relationship between self-efficacy for learning outcomes as caused by other factors by Prasetya et al (2014).

No significant relationships between self-efficacy and learning outcomes caused by no treatments such as the application of specific learning strategies first before test so that students who take these tests naturally have self-efficacy, but not supported with encouragement from the outside so that it is compatible with the disclosed Schunk and Zimmerman. One might believe that a positive result will be obtained from certain actions, but they also believe that they lack the competence to perform certain actions. Furthermore, according to Schunk and Zimmerman (2006) argued that there is not always a relationship between self-efficacy and expectations for the results.

CONCLUSION

Based on the results of this study concluded that if viewed in a partial good self efficacy academic, social or emotional correlated with the cognitive learning, the efficacy of academic self closest relation to learning outcomes, and to encourage increased efficacy academic then self-efficacy emotional correlates better than efficacy social to support the increase of learning outcomes. In this case it can be said that self-efficacy only contributes 0.3%, while 99.7% was contributed by other factors to the achievement of learning outcomes. Furthermore, although the correlation value of social self-efficacy (0.459) and emotional self-efficacy (0.577) is high but not a significant influence on learning outcomes. ✍

References:

Bandura, A. (1977), Self-Efficacy: Toward Unifying Theory of Behavioral Change. *Psychologycal Review*, 84, 191-215.

Bandura, A. (2000), Exercise of Human Agency Through Collective Efficacy. *Current Directions of Psychological Science*, 9, 75-78.

Bandura, A. (2001), Social Cognitive Theory: An Agentic Perspective. Annual Review of *Psychology*, 52, 1-26.

Bandura, A. dan Schunk, D. H. (1981), Cultivating Competence, Self-Efficacy, and Intrinsic Interest Throuhg ProXmal Self-Motivation. Journal of Personality and Social *Psychology*. 69, 1-9.

Choi, N. (2005), Self-Efficacy and Self-Concept as Predictors of College Student' s Academic Performance**.** *Psychology in the Schools*, 42(2), 197-205**.**

Goulão M. de F. (2014), The Relationship between Self-Efficacy and Academic Achievement in Adults' Learners, *Athens Journal of Education.* August 2014.

Kurikulum SMK (2014), *Memperbaiki radio penerima*, Teknik Transmisi Telekomunikasi, Edisi Pertama 2014 Kementerian Pendidikan & Kebudayaan Direktorat Jenderal Peningkatan Mutu Pendidik & Tenaga Kependidikan, Jakarta

Muris, P. (2001), Self-Efficacy Questionnaire for Children (SEQ-C). Key references: A brief questionnaire for measuring self-efficacy in youths. *Journal of Psychology and Behavioral Assessment*, 23, 145-149.

Muris, P. (2002), *Relationships between self-efficacy and symptoms of anxiety disorders and depression in a normal adolescent sample*. Personality and Individual Differences, 32, 337-348.

Pajares, F. 2002. Overview of Social Cognitive Theory and of Self-Efficacy, (online), (http://www. emory.edu/EDUCATION/mfp/eff.hrml, diakses 26 Oktober 2014)

Prasetya I Putu D., Sugihartini N., Arthana I Ketut R., Sunarya I Made G.. (2014), Korelasi Efikasi Diri (Self Efficacy) dan Iklim Sekolah Terhadap Hasil Belajar Siswa Mata Pelajaran Teknologi Informasi dan Komunikasi (TIK) di SMP Negeri 1 Tabanan pada Semester Ganjil Tahun Ajaran 2013/2014. ISSN 2252-9063 *Kumpulan Artikel Mahasiswa Pendidikan Teknik Informatika (KARMAPATI) Volume 3, Nomor 1, Maret 2014*

Shkullaku R. (2013). The Relationship between Self efficacy and Academic Performance in the Context of Gender among Albanian Students. European academic research, vol. I, issue 4/ July 2013. ISSN 2286-4822.

Sugiyono, (2007), Metode Penelitian Administrasi. Bandung : Alfabeta

Zajacova, A., Lynn, S. M., dan Espenshade, T. J. (2005), Self-Efficacy, Stress, and Academic Success in Collage. *Research in Higher Education*, 46(6), 677-706.

Zimmerman, B. J. dan Ringle, J. 1981. Effect of Persistance and Statemant of Confidence on Children Efficacy and Problem Solving. *Journal of Educational Psychology*, 73, 485-493.

REDUCING NEGATIVE EFFECTS OF BIASES, STEREOTYPES AND PREJUDICES IN THE CONTEXT OF MULTICULTURAL SOCIETY OF INDONESIA BY *EXPERIENTIAL LEARNING*

Yohanes Yupilustanaji Apgrianto
Postgraduate Student at State University of Malang
Email: yupilustanaji@yahoo.com

Abstract: Indonesia is a pluralistic nation in terms of culture, religion, ethnicity and language. Statistics show that Indonesia is one of the nation most diverse in the world in terms of cultural diversity. However, the history of this nation proves that conflicts between classes / groups of different ethnicity, religion, and race, often coloring the daily life of this nation. This shows that diversity and difference are still viewed by most people of Indonesia as a threatening situation and not the situation that brings pride or gratitude. The greater the threat of conflict in the future because of the diversity that exists will be more complex with globalization that today continues to plague Indonesia and the entire nation in the world. These conflicts are actually coming from the misperception growing in the interaction between individuals and groups of different cultural background. Moreover, the misperception may occur due to stereotypes, biases and prejudice growing in each cultural group. The objective of this paper is to describe the implementation experiential learning for reducing stereoypes, biases and prejudices of senior high school students in Indonesia. The paper also intends to explain the recommendation about this implementation.

Keywords: multicultural, indonesia, biases, stereotypes, prejudices, misperception, experiential learning

Indonesia is one of the nation with the greatest diversity of cultures in the world. Data from the Central Statistics Agency (BPS) when conducting a Population Census 2010 revealed that the number of ethnic groups in Indonesia reached to more than 1,340 ethnic groups. The diversity of Indonesia is also apparent from the religions embraced by its citizens. Indonesian government has so far officially recognizes six religions: Islam, Christianity, Catholicism, Hinduism, Buddhism and Khong Hu Chu. Citizens who hold beliefs outside the six official religions, are classified by the government as adherents of belief (Naim & Syaputra- BPS: 2011).

These diversed tribes coexist even in some cases, the process of acculturation that make up the group interethnic blurred to its identity. This is what makes Indonesia as a unique nation (multiethnic, multicultural, multireligious) as a result of a long history of struggle to achieve independence. The diversity of the ethnic groups can unite, first of all because the same experience as a tribe who were colonized by a colonial system. Furthermore, this diversity is more fully united again in a nation motto namely *Bhineka Tunggal Ika* (Hasan & Suwarni, 2012).

This diversity is more complex with globalization that today continues to plague Indonesia and the entire nation in the world. Gardner (2006) says "*we live in a time of vast changes that include accelerating globalization, mounting quantities of information, the growing hegemony of science and technology and the clash of civilization"* (Gardner, 2006). In other words, the various aspects of culture entered and is widespread throughout the world quickly, as the development of science and technology that accompanies the rapid globalization. Globalization itself is the end of the era of the boundaries between nation-states. This is a situation where the entire nation in the world, able to interact and communicate with no restrictions at all (Omahe, 1995). Thus, globalization is a set of factors that weaken or even eliminate the countries individually. Therefore, globalization

is often referred to as a process of deterritorialization (Gardner, 2006). Thus, the people of Indonesia that has been from the beginning has been very diverse, thanks to globalization that rapidly increasing, now becoming more diverse. This happens mainly due to the entry access of foreign nations cultures into the realm of Indonesian culture that can be so easily and quickly at the moment. Laurence C. Smith in his book, The World in 2050 (2011) affirms that the situation of diversity as a result of globalization, as is the case in Indonesia, the potential to form a shared living situation of competing as an opponent or cooperate with each other as a friend.

The other side, the history of the nation of Indonesia noted that there are still many Indonesian citizens who see the reality of diversity as a threat, rather than as wealth. Perspective that diversity is a threat is, that it contains a wide range of stereotypes, biases and prejudices, which then led to misperception and furthermore, leads to conflicts in terms of ethnic, religious and racial (SARA) that still happens to this day, such as for example, riot in Situbondo, Temanggung, Ambon, Poso, Sampit and there are still many cases of other SARA violent . Based on historical reality, the Indonesian nation requires persons with open character to differences between individual human being, open to differences between groups of people, always trying to understand each other with different cultural background and trying to work together effectively and efficiently with others who are different. To achieve these ideals, then the nation's individuals must have an awareness of biases, prejudices and stereotypes that affect the value system and belief in themselves, as a result of cultural processes experienced and lived by someone (Rew et al, 2014).

Increased of awareness of biases, prejudices and stereotypes in a person will bring increased also in terms of personal empathy for others who are different (Matthews et al, 2011). According to the study conducted by Johny Walton (2011) characteristic of a person who has an awareness of biases, prejudices, and stereotypes is that he will seek to be open and strive to build personal confidence when interacting with others of different cultural background. Hwang et al (2010) also added that awareness of these things, will make an individual able to make decisions independently (based on its own processing) without fully influenced/ controlled by biases, prejudices and stereotypes. These are the individuals who have the sincerity to be flexible towards others, accept differences and strive to build harmony with others (Degni et al, 2012). An individual who lacks of awareness of these things would be easy to fully controlled and influenced by biases, prejudices and stereotypes in thinking and behavior patterns unconsciously or consciously, when it is related to other individuals. This makes the relations between individuals become laden to discord and disharmony to one another, due to the emergence of various kinds of misunderstandings as a result of biases, prejudices and stereotypes.

Indonesian education system responds the situation

In the eyes of the world of education, the fundamental question based on the above explanation is, how to instill an awareness of biases, prejudices and stereotypes in the younger generation of Indonesia today? In other words, how is the strategy should be made so that the young generation is liberated from the tainted interaction by negative influence of biases, prejudices and stereotypes which then threatened the unity of the

nation? Considering that they are the future leaders of the nation in the days to come. As for the actual founding father (the founding fathers) of Indonesia has set up a national motto that could very much unify the differences between cultures. The motto is *Bhineka Tunggal Ika* which means different but still one. A motto taken from Sutasoma book written by Empu Prapanca that reveals just how beautiful and meaningful a unity, harmony and peace of the various elements of diversity. Since being in elementary school, even since being in kindergarten, every student are always given an understanding of the Indonesian nation to live up to the meaning of the motto, *Bhineka Tunggal Ika* mentioned, for the sake of the nation and state to be in harmony and peace, although made up of diverse cultural backgrounds.

In addition, the curriculum in the world of education in Indonesia is already aware of the need for this awareness instilling for school students. School students who are not aware of the biases, prejudices and stereotypes in him, will be easily triggered to create conflict with others of different cultural background. This has become one of the causes of the riot cases, fights and fighting between school students from the past until now, it is still difficult to prevent and overcome. As for the description of the background of empirical composition of the educational curriculum in 2013 (Document Curriculum, 2013, 8) disclosed that:

> Nowadays, tendency to solve problems with violence and coercion case often occurs in Indonesia. This trend also override the younger generation, for instance in cases of mass brawl. Although there are no scientific studies that the violence comes from the curriculum, but some education experts and public figures stated that one of the root of the problem is the implementation of a curriculum that overly emphasized cognitive aspects and the captivity of students in his study with activities that are less challenging learners. Therefore, the curriculum needs to be reorganized to the load of learning and and learning activities that can address these needs

In addition, Article 4 of Law No. 20 of 2003 on National Education System also reveals the urgency planting of this awareness for school students as follows,

> "That education is held in a democratic, non-discriminatory, by upholding human rights, the value of diversity, cultural values and diversity of the nation". However, in the practical realm of the field, the idealism is still far from reality. Factor of HR / Human Resources (teachers and educators) who are less prepared, and the changing curriculum, which is too fast, making the values, carried above, may less can be done well.

With this background, the author is encouraged and motivated to develop a guidance and counseling services trying to raise awareness of biases, prejudices and stereotypes for high school students. Factors as why choosing high school students are that the age is classified as adolescents (adolescent), it is the stage of development of an individual who is very crucial where individuals begin to make up his identity, that includes the start trying to make up the foundation of the values of life independently (Cross & Fletcher, 2011). In this stage, the individual experiences the most violent inner conflict between the ideal and the real, including, among which is the truth (truth) and which contains elements of biases, prejudices and stereotypes. In particular in the context of Indonesia, Hasan and Suwarni (2012) states in his research that the sentiment among groups (including racial / ethnic) in Indonesia has started to grow since childhood and growing rapidly in the teen years nearly mature.

Experiential Learning To Increase Awareness of *Biases, Prejudices* dan *Stereotypes*

Furthermore, the chosen model of experiential learning as a means to raise awareness of biases, prejudices and stereotypes is because, the first results of recent studies proving its effectiveness in increase awareness of biases, prejudices and stereotypes (Flanagan, 2009; Kratzke, 2013; Miller, 2010; Bohman ey al, 2014; Wilk, 2012; Pirkey et al, 2012; Carpenter & Garcia, 2012, Michajlyszyn et al, 2012, Cisneros et al, 2013, Mc Dowell et al, 2012). Secondly, this strategy is effective to reduce a wide range of biases, prejudices and stereotypes because these things with their characteristics, namely, (1) tend to be neutral and override objectivity, (2) based on the beliefs, thoughts or ideologies that had lived previously, and (3) consciously or unconsciously, affecting how a particular perspective on a subject, thanks to the model of experiential learning, then someone could criticize their subjective views and then also criticize ideologies existing in the process of digging experiences reflected in concrete.

As for the application of the model of experiential learning, the focus needs to be emphasized in the implementation of a process of reflection. According to the results of recent research, an important part of the model of experiential learning that is truly effective in increase awareness of biases, prejudices and stereotypes (because of its effectiveness in reducing the negative impact of biases, prejudices and stereotypes) is part of the reflection / writing reflections (Matthews et al, 2011; Carano, 2013; Ewen et al, 2014; Vanderlinden, 2011; Michajlyszyn et al, 2012; Mc Dowell et al, 2012). Of the process of reflection on this experience, experiential learning model becomes more effective in raising awareness of these things as compared to other methods such as games, simulations, video conferencing, student exchange programs and Immersion.

Characteristic of *Experiential Learning Model*

Having understood the learning model and Piaget's theory of cognitive development of the underlying model of experiential learning, the following is presented regarding the fundamental characteristics of the model of experiential learning.

The first character, a model of experiential learning is a continuous process and not the result (Kolb, 1984). As mentioned above, because it is a process, it is described as a learning cycle that indicates that learning takes place continuously. This is where learning occurs as re-learning because the ideas and concepts constantly modified and updated through the experience. As in that case, the role of educators in the process not only to lowers / passes on the knowledge for granted, but also trying to update / modify the existing knowledge.

The second character, the model of experiential learning is a form of resolution of conflicts or confrontations that occur in an individual when it is related to his world (Kolb, 1984). Thus, the learning process here is also a process that is fully characterized by tensions and conflicts. In their conceptions (which later became the stages of the cycle of experiential learning), Kolb formulates the existence of two-dimensional shapes of conflict in experiential learning namely, the first dimensions, between concrete experience of events (CE) vs abstract conceptualization (AC) and further dimensions the second, between active experimentation (AE) vs. reflective observation (RO).

Furthermore, the third character, experiential learning is a holistic process with the aim that humans are able to adapt to the social environment (Kolb, 1984). Because of this

goal, then in the learning process, the actual experience of individual interaction with the environment has a central role. Thus, thanks to the lessons learned from this experience, the students are expected to have a sufficient stock of knowledge to engage in social environment and then adapt in society with good social environment. The process is called holistic because this learning can be applied in all setting of individual's life when it interacts with its environment (in the workplace, in the home, at school, etc.).

Recommendation

The following is a form of recommendation for the implementation of model of experiential learning in order to increase awareness of biases, prejudices and stereotypes for high school students in Indonesia. As for the guidance of experiential learning model applied in the form of group counseling (face to face) where the focus of the guidance rooted in experience which later, these experiences are reflected and further formulated for effective implementation to respond to concrete situations. Referring to the phases of experiential learning of Kolb (1984), there are four stages in the process of guidance with experiential learning model, namely, (1) Digging experience, (2) Reflecting on the experience, (3) Revising, (4) Applying.

In the first stage (digging experience) counsellor uses story telling method associated with the experience of biases, prejudices and stereotypes which then triggers the members to ponder and reflect on their own experiences related to such matters. Furthermore, in the second stage (reflecting the experience), counsellor guides the process of reflection by the method of GURU (Remer, 2007)), in particular, in this phase it uses guide of reflection with two categories of questions, namely, (1) Ground, (2) Understand. In the third stage (revising), counsellor uses GURU as its method with manual pressure reflection on the question category (3) Revises and the fourth stage (Implementing), counsellor uses GURU with manual pressure reflection on the question category (4) Use.

Here is a picture of a model of treatment that will be made in the study. As a cautionary note at the beginning of treatment, counsellor should be able to create a safe-space situation in the classroom, where students feel safe to be situated so as not to be afraid to express themselves, do not fear criticism and open to feedback. More extensively, treatment steps or stages of the treatment guidelines, can be formulated as follows:

Phase 1: Storytelling. Counsellor filed a related story or issue of a behavior that is influenced by the biases, prejudices, and stereotypes in the interactions or relationships between individuals of different cultural backgrounds, as well as adverse effects. Furthermore, the students are invited reflect, find and then reveal personal experiences or behaviors-personal similar or relevant to the story, honestly and openly.

Phase 2: Reflecting on Experience. Counsellor invites students to reflect on personal behavior experiences and sighted on something influenced by biases, prejudices and stereotypes, in interactions or relationships between individuals, with one of the reflection method in accordance with the model of experiential learning namely a method of GURU (Remer, 2007). GURU is a guide for reflection with four categories of questions, namely, (1) Ground, (2) Understand, (3) Revise and (4) Use. Specifically, in this stage it uses reflection guidelines of two categories of questions, namely, Ground and Understand.

Ground: is questions that which may help students to find and share concrete experiences related to the behavior or personal experiences influenced by biases, prejudices and stereotypes based on storytelling delivered by counsellor. Understand: These are questions that help students to identify deeper, behavioral, or personal experiences influenced by biases, prejudices and stereotypes.

Phase 3: Revising. At this stage, counsellor uses GURU with reflection guidelines pressure on the category of question Revise namely, questions that help students to criticize and improve patterns of thought and behavior patterns that influenced by biases, prejudices and stereotypes.

Phase 4: Applying. Furthermore, in the last stage, counsellor uses GURU with reflection guidelines pressure on the question category Use namely, questions that help students to plan or design the subsequent actions based on what he learned from the previous processes. ✍

References

Bohman, D.M & Borglin, G (2014). Student exchange for nursing student: Does it raise cultural awareness? A descriptive, qualitative study, *Nurse Education in Practice*, 14, 259-264

Carano, K (2013). An Autoethnography: Constructing (& Interpreting) Cross-Cultural Awareness through the Mind of a Peace Corps Volunteer, *The Qualitative Report*, 28 (35), 1-15

Carpenter, L.J., Garcia, A.A (2012). Assessing Outcomes of a Study Abroad Course, *Nursing Education Perspectives*, 33 (2), 85-89

Cisneros, R.M., Jawaid, S.P., Kendall, D.A., Mc Pherson, C.E., Mu, K., Wetson, G.S & Roberts, K.B (2013). International Practice Experiences in Pharmacy Education, *American Journal of Pharmaceutical Education*, 77 (9), 1-6

Cross, J. R & Fletcher, K.L (2011). Association of Parental and Peer Characteristics with Adolescents Social Dominance Orientation, *J Youth Adolescence*, 40, 694-706

Degni, F., Suominen, S., Essen, B., Ansari, W.E & Vehvilainen-Julkunen, K (2012). Communication and Cultural Issues in Providing Reproductive Health Care to Immigrant Women: Health Care Providers Experiences in Meeting Somali Women Living in Finland, *J Immigrant Minority Health*, 14, 330-343

Dokumen Kurikulum 2013. Kementrian Pendidikan Dan Kebudayaan. (Online), (http://www.kang martho.com), diakses 12 November 2015

Ewen, S.C., Paul, D & Wilkin, A (2014). Health disparities, cultural awareness and indigenous health: Result from a health educator survey, *Journal of Nursing Education and Practice*, 4 (10), 40-50

Flanagan, C.A., Syvertsen, A. K., Gill, S., Gallay, L.S., Cumsille, P (2009). Ethnic Awareness, Prejudice and Civic Commitments in Four Ethnic Groups of American Adolescents, *J Youth Adolescence*, 38, 500-518

Gardner, H. 2006. *Five Minds For The Future*, Boston Massachussetts: Harvard Bussines School Press

Hasan, A.B.P & Suwarni, E (2012). Policies and Practices for Promoting Multicultural Awareness of Indigenous Early Childhood Education in Indonesia, *International Journal of Child Care and Education Policy*, 6 (1), 63-94

Hwang, J.P., Roundtree, A.K., Engebretson, J.C & Suarez-Almazor, M.E (2010). Medical Care of Hepatitis B among Asian American Populations: Perspectives from Three Provider Groups, *J Gen Intern Med* 25(3), 220-227

Kolb, D. 1984. *Experiential Learning: Experience as a source of learning and development*, Englewood Cliffs NJ: Prentice Hall

Kratzke, C & Bertolo, M (2013). Enhancing Students Cultural Competence Using Cross-cultural Experiential Learning, *Journal of Cultural Diversity*, 20(3), 107-110

Mathews, J.L., Parkhill, A.L., Schlehofer, D. A., Starr, M.J & Barnett, S (2011). Role-Reversal Exercise with Deaf Strong Hospital to Teach Communication Competency and Cultural Awareness, *American Journal of Pharmaceutical Education*, 75 (3), 1-10

Mc Dowell, T., Goessling, K & Melendez, T (2012). Transformative Learning Through International Immersion: Building Multicultural Competence In Family Therapy and Counseling, *Journal of Marital and Family Therapy*, 38 (2), 365-379

Michajlyszyn, C.M., Thompson, K.A., Stiller, C.H & Doherty, D.J (2012). Guest Lecturing in South Korea: Informing Cross-Cultural Educators of Physical Therapy, *Journal of Physical Therapy Education*, 26 (1), 40-49

Miller, C.A., Leak, A., Harlan, C.A., Dieckmann, J & Sherwood, G (2010). "Leaving the Comfort of the Familiar": Fostering Workplace Cultural Awareness Through Short-Term Global Experiences, *Nursing Forum*, 45 (1), 18-28

Naim, A & Syaputra, H, 2011. *Kewarganegaraan, Suku Bangsa, Agama dan Bahasa Sehari-hari Penduduk Indonesia (Hasil Sensus Penduduk 2010)*. Jakarta: Badan Pusat Statistik

Omahe, K. 1995. *The End Of The Nation State*, New York: Free Press

Pirkey, J.M., Levey, J.A., Newberry, S.M., Guthman, P.L & Hansen, J.M (2012). Videoconferencing Expands Nursing Students Cultural Realm, *Journal of Nursing Education*, 51 (10), 586-590

Remer, B. 2007. Refletive Practice; Learning from Real-World Experiences. Dalam M. Silberman (Ed.), *The Handbook of Experiential Learning* (hlm. 224-238). San Fransisco: John Wiley & Sons, Inc.

Rew, L.,Becker, H., Chontichachalalauk, J., & Lee, H.Y (2014). Cultural Diversity Among Nursing Students: Reanalysis of the Cultural Awareness Scale, *Journal of Nursing Education*, 53 (2): 71-76

Smith, L.C. 2011. *The World in 2050; Four Forces Shaping Civilizations Northern Future*, New York: A Plume Book

Vanderlinden, L.K (2011). Treating Ethnic Others: Cultural Sensitivity and Minority Stereotypes at a German Fertility Clinic, *Human Organization*, 70 (3), 253-263

Walton, J (2011). Can a One-Hour Presentation Make An Impact on Cultural Awareness?, *Nephtology Noursing Journal*, 38 (1), 21-30

Wilk, N.C (2012). Nursing studentscultural immersion in Kenya: A case for a clinical capstone site, *Journal of Nursing Education and Practice*, 3 (5), 39-44

UNIQUENESS OF PESANTREN TO SOLVE THE PROBLEM OF SANTRI

Yuliati Hotifah
State University of Malang
Email: yuliati.hotifah.fip@um.ac.id

Abstract: Pesantren is an islamic boarding school with a full day system. Educators and caregivers provide supervision, mentoring and providing role models to students for 24 hours to give a hit points on character building. The main objective of education is to lead humanity to achieve a happy life and Hereafter. The empirical facts proves that pesantren has been able to solve and resolve the issue of santri, which is a matter of personal, social and moral. This study aims to reveal the uniqueness of *pesantren* in problems solving of *santri* in everyday life. The method used is a focus group discussion and in-depth interview. Research objectives include pesantren An-Nur Bululawang (representing the *Arekan* area), Pesantren Al-Yasini areng-areng Pasuruan (representing *Tapal Kuda* area) and Pesantren Hidayatul Mubtadiin Blitar (representing the *Mentaraman* area) were selected based on the characteristics of the existing pesantren in East Java. The data source consists of a group of *ustadz/ustadzah*, *murobbi*, *badal*, and *santri*. Data were analyzed using three stages of the method include compilation, analysis and synthesis. Result of research known that (1) solving the problem of santri is based on the authority of the caregiver, (2) the consistency of attitudes and actions of caregivers in solving problems, (3) respect and recognition pesantren community of the role and authority of the caregiver, (4) the power of the example, advice, persuasive, instructive, reward and punishment (ta'zir) is a unity of action is always carried out consistently, (5) the role of Kyai is the center of the whole life of *pesantren*, so that all issues that arise certainly be completed by Kyai, and (6) treatment problem of *santri* through peer communication of *santri* to be the most feasible as an alternative in solving the problems of *santri*.

Keywords: uniqueness of pesantren, problem of santri, peer counseling

Pesantren is the typical of education in Indonesia. Pesantren is an educational institution of Islam that is growing and is recognized by the local community, with a system of santri's dormitory receive religious education through the system recitation or madrasah entirely under the auspices and leadership of one or several kyai with characteristics that is charismatic and independent in all respects. The other hand, pesantren have the shape of the neighborhood "community" is unique and has a positive life values. In general, apart from the life surrounding schools. Minimal boarding school complex consists of the residence caregivers also called clerics, mosques or mosque, and boarding students. There is no model or specific benchmarks in the physical development of boarding schools, so the addition of building by building in a boarding school environment just blindly take the form of a mere improvisation.

Pesantren as one of the informal education and simultaneously in it there is also a formal education has been functioning as the personal development of students through various facilities and infrastructure provided by the boarding school. Unable to dielak again that schools are increasingly attracted the attention of the public. This is evidenced by the rise of schools made "moral workshop" for the community to form the character of the personality of children and adolescents.

Indeed, the boarding school is the predecessor of the boarding school system *(boarding school)* which has long been held in the western world. The advantages of this system compared with the regular school system without boarding 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. This will facilitate

intensification of efforts in achieving the goals of education with regular school system. Due to the nature of the methodology and the atmosphere of a familiar environment, schools have the ability to create a friendly fraternal lifestyle, accompanied by a cooperative spirit, independence and freedom responsibly. Boarding school system is possible will be able to realize educated individuals are tough and strong character. Personal this building are often more important than mere knowledge to gain success in life.

Local wisdom in counseling is very important. Counseling that has been dominated by the theories of the West in applications in the field often have cultural barriers. One alternative is to attempt to explore the cultural values of pesantren in counseling. Yeh, Hunter, Madan-Bahel, Chiang and Arora (2004) explains the urgency of experiences on local healing progression to the needs of research methods and psychological counseling. Yeh, Hunter, Medan-Bahel, Chiang and Arora (2004) explained that the understanding and practice of counseling multidimensional and interdependence can be directed through the cultural contextualization approach. The principle of cultural sensitivity may be adopted by the counselor to integrate models and local sustainability as particulate progression counseling. Since every culture has an idea of the mental health and psychological functions for community sustainability. Counselor in a practical region thus needs requires him a position as a facilitator of the healing locally. In the realm of local parenting counselor advised to consult and collaborate with local caregivers in providing psychological health care by putting the cultural context in the process of counseling. Thus counseling practice requires integration in the process of community mental health practice that considers the involvement of spiritual, religious organizations, and communities, creative arts, harmony and balance as well as various methods of ownership and interaction of a group.

Cultural boarding repertoire consists of a wide range of unique and local patterned. Pesantren culture evolve and converge in a relational system, which passed through various modeling, symbolization, appreciation, organization, self-transformation that affects the psychological condition of the students. This relational culture form the fabric of psychosocial and manifested in various strengths, social, environmental, trust, spirituality and religious dynamics of the students. Cultural values are transformed through teaching, rituals, religious practice, habituation, modeling (itba ') discussion, reflection, race, mujahadah, consistency, devotion (courtiers), which became the distinctive culture rooted in pesantren. Relational relationships in schools can be woven synergistically through Kyai, Gus (young clerics), chaplain, *Badal* (assistant), *murabbi* (supervisor), and a small group unit in the form of peer organizations (A'la, Annisah, Aziz and Iskandar, 2007) , These components interact and form social and cultural characteristics boarding. It then occurred acculturation represents the strength of the outer and inner strength directly affects the students themselves or cultural systems that make up the local character.

Pesantren has the opportunity to make corrections in the psychological problems of the students in the school's own (development from within) by looking at a set value (*ruh al-ma'had*), goals (*Himma*), the demands of society (*al-Himma mujtami'ah*), and the ability of schools and the caring capacity and support system (Chirzin, 2007).

Boarding schools provide a basic understanding of wisdom to produce a wide range of development experience psychological maturity knitted collectively by a community of students in the process of reason and his life and foster knowledge wise, the value of the original, as well as attitude and personality *wira'i* which became a stronghold for mental and emotional stability Community students, Wisdom is always transformed throughout the life span as a framework of reasoning self, existential counseling, empathy, braids intuitive self and others (Kramer, 2000) that could be developed from the process of cultural transmission and experience of one's life. Therefore wisdom widely applied in various domains of life management, life planning, self review. This process can be animated as one way that is integrated into the process of implementing a peer helper at the school (Dhofier: 2011)

Boarding is generally categorized into three types, namely pattern pure *salafiyah* boarding school education, modern boarding school education pattern and the pattern of the boarding school that combines pattern *salafiyah* cottage with modern pattern, known as a pattern of comprehensive boarding school. But in general boarding call himself by the term *salafiah* and modern boarding school.

As for problems that are often faced by students in participating in activities at the boarding school include issues relating to personal, social, learning, and self-efficacy in adaptability to the life pattern of pesantren. Each of these problems have different characteristics and patterns requiring different patterns of settlement in accordance with the characteristics of each.

METHOD

This study is a qualitative research with phenomenological approach. The data collection techniques used focus group discussion (FGD) and in-depth interview (IDI). Subjects of this research consisted of three pesantren that represent characteristics of the East Java region, namely arekan, horse hooves and Mentaraman. Pesantren were chosen as samples research are Pesantren An-Nur Bululawang (representing the area of Arekan), Pesantren Al-Yasini areng-areng Pasuruan (representing horse hooves area) and pesantren Hidayatul Mubtadiin Blitar (Representing the area of Mentaraman).

Both of them, taken 3 FGD's group consisting of a group of *Ustadz/ustadzah*, *murobbi*, *Badal*, and *santri*. The method is based on the method of determining participants Job Role, so that the collected data can be more heterogeneous from a different angle. Sampling technique as participants of a group of students used a proportional method purposive random sampling with a sample size of between 5% of the total population. FGD participants were 70 people consisting of *ustadz/ustadzah*, *murabbi*, *badal* and *santri.*

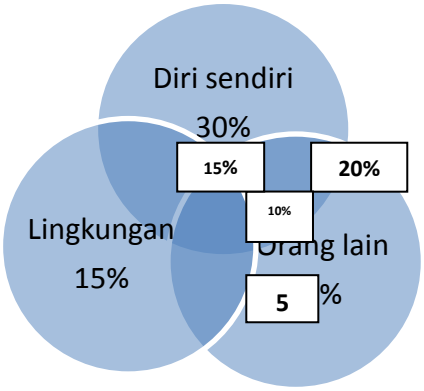
Data obtained from the implementation of the FGD analyzed using three stages of the method of analysis, namely the compilation, analysis and synthesis. All stages of the process of analysis has been conducted to test the validity or the validity of test data through confirmatory test, trianggulatif and audit trail of all data.

RESULTS

From the analysis of the data found that the problems *santri* can be grouped into 7 clusters, namely, ourselves, others, the environment, self-environment, self-other people,

the environment of others, environment-self of others. Yourself include courtship, the search for identity, attention, self management, and jealousy/envy with friends. Environment, including medical facilities, rules that are too stringent. Yourself and the environment include; adherence to regulations, smoking, go home before the holidays arrive, negatively biased with others. Yourself and others include; forced to spend the night at the elderly, sick, difficulty accepting and understanding of teachers' lessons. Others-environment and yourself, including inadequate cleanliness of the rooms, there is less time for refreshing, blorot, Boyong.

Comparison of the data issue number of students can be described as follows:



Problems experienced by adolescents living in boarding schools are still looking for their identity freely, whereas they should be subject to and bound by the existing rules. So that not a few of the students who experienced psychological turmoil that has implications for deviant behavior. Problems experienced by students is inseparable from the values and beliefs that affect how to interpret the environment. Teens have a developmental task that must be undertaken as an integrated individual, while the other side adolescents should follow the system and rules applied in boarding schools. So often developmental tasks are not actualized properly. If the developmental tasks are not actualized properly, it is feared the developmental disorder in the form of psychological imbalance or even lead to psychological disorders. To meet the psychological needs of the necessary harmony between the needs of the students psychologically to the system and the rules are applied. In achieving this alignment *santris* need help from others. Help others who are expected to help sebahasa and follow a framework of thinking teenager. Peer is the best option for young people to serve as a helper.

DISCUSSION

Psychological Conditions of Santri

In developmental psychology, students are in the age range of adolescents, who are in a phase of self-searching filled with difficulties and problems. The development phase lasted quite a long time more than 8 years, ranging in age from 11-18 years in women and in men 12-20 years. According Santrock (2004), the main characteristic of adolescents includes rapid physical growth, high self-awareness, and always interested in trying something new. Teens are not the final phase of the development of personality is formed but is one of the main stages in the formation of one's personality. Teens spend more time with their peers. In addition, many teenagers begin receiving information from the mass

media that is already known and close to them. Therefore, adolescents are individuals who are open to new things (Makgosa, 2010). The amount of information received makes adolescents perform more in-depth information processing. Phase of adolescent development is said to be self-finding phase because in this phase teenagers were in between two intersections between the worlds of children and adults world (Santrock, 2004:45)

The existence of a teenager in this phase between two intersections, this is what makes adolescents full of difficulties and problems. It is certain that someone who is in a state of transition or transition from one state to another often encounter turbulence and shocks which can sometimes be fatal (Hotifah, 2010: 83).

Basically all the difficulties and problems that arise in this phase can be minimized or even eliminated, if parents, teachers and the public is able to understand the mental development, adolescent mental development and can increase the confidence of students. The most significant issues often encountered everyday teenager making it difficult for them to adapt to its environment is adolescent relationships with older adults. More complex issues experienced by teenage students who live in pesantren, are still searching for identity freely, they must be subject to and bound by the existing rules. Not a few of the students who experienced psychological turmoil that has implications for deviant behavior. Conditions such as these should be dealt with appropriately so that leads to positive things. Conversely, if not handled properly can aggravate the condition of life of students.

The public views, the image of *santri* is still regarded as a good individual behavior, and should be according to the rules and expectations of society. If there are *santri* who break the rules a little bit, it will change the initial image. The rules are enforced in public schools is not binding rules without uphold human rights, but the rules are designed to instill discipline. Precept upon precept must be understood and lived in earnest. In this case the *santri* need to get guidance from older people and the support of fellow students. (Hotifah, 2010: 89)

In the opinion of psychologists, family, parents or caregivers who either is capable of allowing the needs of adolescent santris and challenges to get free help and support it to the fullest and provide opportunities and facilities Additionally teens are also encouraged to have the responsibility, to make decisions and plan for the future. However, understanding the process is slow, it needs patience and sincerity of parents in guiding and directing their teens.

Furthermore, the psychologists suggest strategies that fit the best and adolescents is their tendency to respect the strategy of free software, without neglecting attention to their parents. This strategy other than to create a climate of trust between parents and children, can also teach adaptive or healthy adjustment in adolescents. This is very helpful development, maturity and adolescent mental equilibrium (Fathurrahman, 2000: 40)

Growth and development of adolescence is not treated properly. In this phase, teens still childish, but on the other hand it should grow as an adult Correspondingly with social development, they are more conformity to the group and began to free themselves from dependence on their parents and often showed defiance of authority in older adults. Mental health counseling effort is very important among teenagers, in the form of special

programs, such as increased awareness of mental health, and so forth. Mental health programs students can do this through formal institutions adolescents, such as schools, boarding schools and can also be through other interventions in the form of tailor-made programs for groups of students of the same age.

Cultural boarding repertoire consists of a wide range of unique and local patterned. Pesantren culture evolve and converge in a relational system, which passed through various modeling, symbolization, appreciation, organization, self-transformation that affects the psychological condition of the students. This relational culture form the fabric of psychosocial and manifested in various strengths, social, environmental, trust, spirituality and religious dynamics of the students. Cultural values are transformed through teaching, rituals, religious practice, habituation, modeling (*itba'*) discussion, reflection, race, *mujahadah*, consistency, devotion (courtiers), which became the distinctive culture rooted in pesantren (Hotifah, 2015:66)

Whereas relational relationships in schools can be woven synergistically through *Kyai* Gus (young caregiver), chaplain, *Badal* (assistant), *murabbi* (supervisor), and a small group unit in the form of peer organizations (A'la, Annisah, Aziz and Iskandar, 2007). These components interact and form social and cultural characteristics boarding. It then occurred acculturation represents the strength of the outer and inner strength directly affects the students themselves or cultural systems that make up the local character.

Through this approach, the schools have the opportunity to make improvements and the development of psychological counseling students of the boarding school itself *(development from within)* by looking at a set value (*ruh al-ma'had*), goals (*Himma*), the demands of society (*al-Himma mujtami'ah*), and the caring capacity and support system (Chirzin, 2007).

Pesantren provide a basic understanding of wisdom to produce a wide range of development experience psychological maturity knitted collectively by the community students in the process of reason and his life and foster knowledge wise, the value of the original, as well as attitude and personality *wira'I* which became a stronghold for community mental stability and emotional students. He fortify the attitude and personality wise, so it can not be denied that boarding an integral part of one's personality punch process for resilient and capable of survival challenges faced various forms of life. Wisdom in a tangible form in pesantren can be formulated by taking local wisdom boarding through the culture, history pesantren, Kiai model and persona, attitude to life *wira'i*, mechanism kinship and traditions alive morphed through the practice of the students in the form of internalization of life and interpersonal relationships order to strengthen the spiritual, mental maturity and mastery of science and morality. Wisdom is always transformed throughout the life span as a framework of reasoning self, existential counseling, empathy, braids intuitive self and others (Kramer, 2000) that could be developed from the process of cultural transmission and experience of one's life. Therefore wisdom widely applied in various domains of life management, life planning, self review. This process can be animated as one way that is integrated into the process of implementing a peer helper at the school.

Pupils tend to proceed simultaneously and see the position of the students themselves as a genuine form of devotion, each of which is always trying to get on the quality of individual forms *tawadhu''*. Santris tend not to distinguish between friends in the process

themselves. They are equal and the same position within the pesantren. Relationships among students can be created to foster relationships of individual changes as part of the duties and responsibilities of members of the group (organization, rooms, friendship) that promote brotherhood (fraternity), *tasamuh* (equality) and solidarity. This practice can be done to optimize the relation of students through peer relationships communication students.

CONCLUSION

Problems teenage santris indicate that they are at the stage of developmental tasks which shows the phase of puberty. This has been the cause of several violations at the school which then justified as a violation. The punishment of such violations also indirectly burden the santris psychologically so that increasingly complex problems. In this case the position of santris as individuals who need assistance psychologically unstable to undergo stages of development perfectly. Mentoring that he must get in line with the framework to think teenagers. Companion accordance with a framework of thinking teens are teens themselves.

The process of solving problems based on local wisdom of pesantren is based on the values that exist in of pesantren include; *ta'awun, tawazun, qona'ah,* and *tasamuh*. These aspects are the basis for the development of peer helping of pesantren. Helping peer model approach based on local wisdom of pesantren was conducted to developing social relations skills santris, which include: (1) survival skills, (2) interpersonal skills, (3) problem solving skills, and (4) conflict resolution skills.Fourth this goal, the ultimate goal is the development of a peer helper guidelines based on local wisdom. So that students can help their peers and be able to do coping stress by themselves if it is being having problems. Hopefully, santris actually became independent *khoiro ummah*. ✍

References

A'la, A., Anisah, H., Azis, A., & Muhaimin, A. (2007). *Praksis Pembelajaran Pesantren*. Yogyakarta: Yayasan Selasih dan Forum Pesantren

Chirzin, M.H. 2007. *Pesantren Selalu Tumbuh dan Berkembang.* In N. M.D, A.A'la, H. Anisah, A. Azis, & A. Muhaimin, Praksis Pembelajaran Pesantren (pp.vii-x). Yogyakarta: Forum Pesantren dan Yayasan Selasih.

Dhofier, Zamakhsyari. 2011. *Tradisi Pesantren Studi Tentang Pandangan Hidup,*Jakarta: LP3ES.

Fathurrahman, Pupuh. 2000. *Keunggulan Pendidikan Pesantren; Alternatif Sistem Pendidikan Terpadu Abad XXI.* Bandung: Tunas Nusantara.

Hotifah, Yuliati. 2010. *Kesehatan Mental Santri dan Terapinya Menurut Islam.* Jurnal Egalita; Jurnal kesetaraan dan Keadilan Gender. Vol V Nomer 1 Tahun 2010.

Hotifah, Yuliati. 2015. Rekonstruksi Teori Konseling Komprehensif. Makalah dipresen Prosiding dipresentasikan dalam Seminar dan Workshop International Konseling, Malindo ke-4. Bali, 22-23 Mei 2015.

Hotifah, Yuliati. 2015. Pengembangan Konseling Sebaya Multikultural (Multicultural Peer Counseling) di Pondok Pesantren. Makalah dalam Proseding dipresentasikan pada Scientific Forum-Faculty of Education Departement of Science Education (FIP-JIP), National Seminar and International Conference. Vol I Nomer 01 September 2015. ISSN: 772460-756001. 9-11 September 2015. Faculty of Education, Gorontalo Staate University Gorontalo.

Mahpur, M. 2008. *Mengembangkan domain (kearifan) pesantren sebagai Medan Sosial Santri.* Psikoislamika, JPI. Vol 5 No. 2, Juli 2008: 125-146.

Mastuki dan El-Saha, M.Ishom. 2003. *Intelektualisme Pesantren;Potret Tokoh dan Cakrawala Pemikiran di Era Perkembangan Pesantren.* Diva Pustaka:Jakarta.

Qomar, Mujamil, Prof., Dr., M.Ag., 2001. *Pesantren dari Transformasi Metodologi Menuju Demokratisasi Institusi.* Jakarta: Erlangga.

Saridjo, Marwan Saridjo et.al. 1982. *Sejarah Pondok Pesantren Di Indonesia.* Drama Bakti:Yogyakart

Santrock, J.W. (2004). *Life-Span Development.* Ninth Edition. Boston : McGraw-Hill Companies.

Tindall, J.A & Gray, H.D. 1987. *Peer Power: Becoming an Affective Peer Helper Book I: Introductionary Program.* Muncie: Accelerated Devlopment.

Yeh, C. J., Hunter, C. D., Madan-Bahel, A., Chiang, L., & Arora, A. K**.** (2004). Indigenous and interdependent perspectives of healing: Implications for counseling and research. *Journal of Counseling and Development, 82,* 410-419.

BRIDGING COLLABORATION BETWEEN HIGHER EDUCATION AND HIGH SCHOOL IN PROMOTING SUPER SCIENCE HIGH SCHOOL PROJECT

Murni Ramli; Danar Praseptiangga; T. Endah Saraswati; Kusumandari; Yudi Rinanto
Sebelas Maret University
Email: mramlim04@fkip.uns.ac.id

Abstract: Collaboration between Higher Education (HE) and High School (HS) can be designed as to improve the management, conduct in-service training, do classroom-based research, and assist laboratory based experiment. A Center for Japanese Studies of Sebelas Maret University (UNS) Indonesia had introduced collaboration between HE and HS, in promoting science education at HS level. The Super Science High School (SSHS) Project, which was adopted from Japan policy in promoting science, had been employed in two schools in Surakarta, Central Java since 2014. Method of adaptation was partly different from the original Japan model. Lecturing high science to HS students, encouraging students to be familiar with scientific phenomena, and assisting them to do small research project, were the prominent activities of the program. Scholars from different major had been assigned to deliver interesting lecture on nanophysics, nanotech on chemistry, biotechnology, and food science and technology. Sixty students from two schools joined the program, and finally one school had established research groups. Students' groups had submitted various interesting research topics, which were mostly contextual problems. A strict of school hour was one of the obstacles of the program, and for the success of collaboration, funding should be shared by both institutions.

Key words: science promoting – SSHS project – higher education collaboration

It is non-debatable fact, that there is a gap between the quality of science education at higher education (HE) and high school (HS) level. The gap occurs due to some factors, which are also identified as prominent components of science education. The first factor is might be the level and quality of teaching materials used. Science at HE level usually brings updated science knowledge, which is mostly derived from the newest inventions or data based-research. In the contrary, science education of HS level is often based on the outdated science textbooks. Certainly, the content of the science between both levels of education is different. However, classroom activities, which are modified to promote students' interest on science, and to increase science score achieved by the high school students, are recommended as result of Hulleman and Harackiewicz (2006) works. They treated high schools' students to write down their impression about science and their daily life, and for future career. These classroom activities had significantly increased students' motivation and achievement.

The second factor is the method for learning science. Students of HE level are familiar with some updated tools and equipment in science laboratory, and it is quite often for them to learn science by experimenting, or doing inquiry science. However, it is commonly found that HS's science lab is outdated, and students are quite rare do experiment at the laboratory in one semester, due to lack funds to buy a needed consumable materials and supplies. In fact, laboratory activities in science education are said as the foundation of the education of twenty first century (Hofstein and Lunetta, 2003).

The third factor is the quality of teacher or lecturer. Most of the lecturers of HE possess doctoral degree from certain major of science. In contrast, science teacher of HS mostly graduates from undergraduate of non-specific science major. The different grade

of person in charge of science education in both level of education absolutely cannot be compared each other. The academic degree surely believed giving influences in the quality of teaching and instruction. Teacher who has attended the high level of education is assumed that he also has more updated knowledge and pedagogical content and context knowledge as well. Therefore, it is not strange that teaching and learning science at HE level is mostly delivered in various model or strategies.

The teaching and learning atmosphere at HE level is not surprisingly able to stimulate inquiry based-habit among students. University students also routinely do simple and even complex research. In other word, it can be said that the culture of doing research is common fact at HE level. This fact absolutely distinguishes HE's students with HS's.

In some advanced countries, inquiry activities are strongly forced since early age. In the country like Japan, science as inquiry based-learning has started in the very early level of primary school. Therefore, when students sit at the secondary level, they have already been nurtured to behave like scientist, and it is prevalent for them to link daily phenomena with science concepts or do daily science.

Nurturing the passion to science among young learners is not easy task. Learning science as routine activities at the classroom is not enough to evoke students' interest to science. In many cases of HS in Indonesia, students learn science without any engagement of students. They learn science because it is a compulsory subject, which must be acquired by HS students. Moreover, they do not know that science will give them large benefits in their current and future life. Most students think that science is as other subject need to be accomplished by memorizing the concepts. Most of HS students think that they do not need science for the future.

To promote science among young learners in Indonesia, government of Indonesia has introduced The Curriculum 2013, and required all schools to apply it comprehensively in 2018. This curriculum is stressing on scientific approach as basis of all subjects. However, introducing the new curriculum, which leads new culture of teaching and learning will not always smoothly work as expected. Changing the culture of teaching and learning of teachers is not simple work. To divert teachers' mindset from traditional strategy of teaching, which is dominated by teacher as the only sources of knowledge, into the teaching that put students as center of learning, government have to insert many trainings and workshops. However, the next obstacles come out from students, who have already acclimated with the traditional learning method, in which students have been naturally assigned as listeners who only accept knowledge from teacher explanations. Asking students to do inquiry activities, such as discussion, do investigation, explore sources, or even design experiment, are not easy as many experts predicted. In the preliminary research, we found that students feel comfort and fit with the activities of traditional learning, and though they enjoy the inquiry learning, they still feel difficult to grasp the concepts when they do sort of inquiry learning process.

To engage HS students to learn science, it is need to formulate a sort of science education project, which is totally different from the existing science education at HS level. Establishing collaboration between scholars of HE and stakeholders of HS can be one of the ideas. Scholars of HE can do job as consultants, trainers, and facilitators as well, while teachers of HS will play role as assistants of HE scholars. Students of HS are the subjects of this project, who will actively do all activities determined.

For that purpose, The Centre for Japanese Studies of Sebelas Maret University had studied and analyzed the possibilities to employ The Super Science High School (SSHS) Project of Japan. This project had been started in Japan since 2002, and fully funded by the government. The SSHS Project of Japan has been widely admitted as one of leading science-promoting program among advanced countries. The country like Taiwan had tried to adopt the program by introducing a High Scope Program since 2006 (Chen, 2012).

The program involves several stakeholders who work together to promote science and mathematics for high school students. Some of them are researcher from university, JAXA (Japan Aerospace Exploration Agency), RIKEN (Japan Science Research), and JST (Japan Science & Technology). All participants will learn up to dated science knowledge and inventions from the nationwide or international known experts.

The SSHS Project in Japan has some purposes, such as promoting science learning based on experience or problem solving by doing an observation or experiments. Other goal is to develop students' critical thinking and creativity skills, and fostering the originality of research (Ogura, 2008).

The Center of Japanese Studies of Sebelas Maret University (PSJ-UNS) had initiated research on SSHS Project in Japan since 2013. Practices of SSHS at three schools, i.e. Nagoya University affiliated HS, Tamagawa University affiliated HS, and Toyota Higashi HS had been observed, as well as analyzing policies of the SSHS released by The Ministry of Education, Culture, Sports, Science and Technology (MEXT) Japan. The data was analyzed qualitatively to come out with the adopted model of SSHS, which will be implemented in Indonesia.

Since 2014, the SSHS Project had been started to put through at one high school in Solo City, Central Java Province of Indonesia. In 2015, another school joined as school model. A suitable model of implementation of SSHS is currently being analyzed to know its feasibility.

The aims of this research are to answer the following questions:

a. What kind of model of SSHS that can be adopted in Indonesia's HS?
b. What are the response of students and teachers regarding the implementation of SSHS?
c. What kind of obstacles found during the implementation of the program?
d. What kind of adjustments that should be applied in the program?

METHOD OF IMPLEMENTATION

The research was a qualitative research, and as a part of R & D research aimed to develop a suitable model of SSHS which will be applied in Indonesia. The steps of the research consisted of three main steps, i.e. 1) Analyzing the SSHS model of Japan, 2) Developing an adoptive model of SSHS for Indonesian, 3) Selecting the school, 4) Implementing the adoptive model of SSHS, 4) Evaluate the program.

To analyze the SSHS Project implemented in Japan, observation and interview had been done in three schools of Japan in 2013 and 2014, i.e Tamagawa University Affiliated High School, Toyota Higashi High School, Nagoya University Affiliated High School. Interviews were done to some science teachers at the given schools, and also the staffs of Teacher Training Center of Aichi Prefecture.

Adopting the original format of SSHS Japan in Indonesia is not recommended, due to its complexities, and for the reason that school culture of both countries are totally different. Therefore, the team had discussed for adopted draft of SSHS Model, which was simplified and switched to the condition of Indonesian schools.

Three schools which are located in Surakarta city and Karanganyar District had been offered to be a school model. However due to strict learning schedule of schools, only one school decided to join in 2014, i.e. MAN 2 Surakarta, which is an Islamic High School, and supervised by The Ministry of Religious Affairs. It means that the school applies two curriculums, one is The Curriculum 2013, which is made by The Ministry of Education and Culture, and another one is The Curriculum released by The Ministry of Religious Affairs.

The Implementation of the SSHS Program had been done on June to September 2014, and continued on September 2015. Response to the program was gathered by delivering a questionnaire to the students, and interviewing teachers and school's principals and vice principals, during October and November 2015.

RESULT

The Original SSHS of Japan

The original SSHS Project in Japan was introduced by 2002, and got a very good response from nationwide high schools. This project is collaboration between the Ministry of Education, Culture, Sport, Science and Technology (MEXT) Japan, and JST. Two main responsible institutions share two parts of tasks. MEXT do selection for schools, and designate some schools to join the project. And JST fund all activities relate in, and provide experts to introduce science at HS. Higher educations are encouraged to take a part as experts or scientists who will deliver the updated science knowledge to HS students. The Curriculum of SSHS Project was developed by the schools based on framework of SSHS made by MEXT and JST. Schools who raise their willingness to join must send a proposal to MEXT, and all applicants will be selected based on the content, school facilities and readiness.

The position of SSHS Project in the scheme of science and mathematics education promotion plan in Japan can be seen in Figure 1. SSHS can be noticed as the core of the plan. The program is focusing and reinforcing the secondary schools students to experience contextual science and math, for example conducting a problem-based learning.

Japan Science and Technology Agency (JST) plays main role in the SSHS Project as financial supporting agent for the program. In fiscal year 2015, JST provides 2,361,000,000 yen for supporting all activities of SSHS. The SSHS Project is not offered to all students, but only talented or gifted students who have high motivation to do high-level experiments or observations. Since the activities of SSHS are commonly held outside the school hours, it means only such a good thinker and diligent students are able to join. However, beside the SSHS program, JST also supports the program for gifted students to have advanced studies (Sumida, 2013).

JST also contributes in providing better facilities for schools selected to join the SSHS Project. Moreover, JST allows and opens the access for students to get data

directly from the first hand researcher or sources by providing an adequate links and funds.

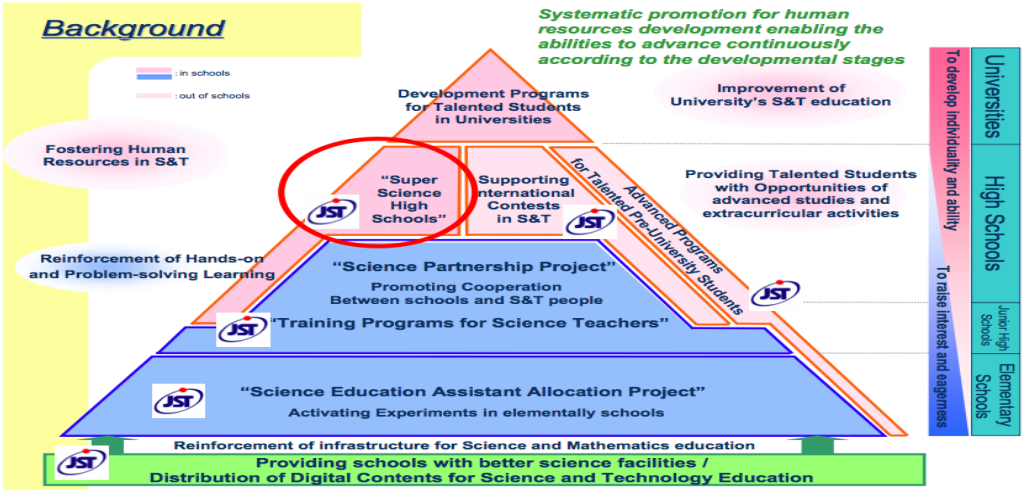


Figure 1. Super Science High Schools Project in the Science and Mathematics Promotion Plan of Japan (Source: Overview of JST 2013-2014 and Hasegawa, 2010)

Some activities included in SSHS Project can be noticed in Table 1. Curriculum development is the most important part that school has to be composed first. The SSHS Curriculum involves information on how the SSHS will be run by selected schools, research plan, time allocation, learning strategy, and evaluation or assessment system. Two subjects will be put as the prominent issues, i.e. science and mathematics.

All high schools in Japan must follow national standard curriculum arranged by MEXT, but the schools join the SSHS Project have to design the specific curriculum for SSHS. This curriculum is sometimes an extra curricular one. Some schools practicing the SSHS Project along with integrated course (*sougotekina gakushuu jikan*). Sometimes schools interpret the *Sougotekina gakushuu jikan* by doing a community based activities, such as working and learning at the local farming business, or sometimes cleaning the river, or doing research on river ecosystem. One example of curriculum development is what done by Meiji Gakuen Junior High and Senior High School. This school developed what they called as interdisciplinary curriculum, which combined three subjects, i.e. English, Science and Information. The school also developed "Basic Science", to challenges Junior High School students to do experiments and research with their seniors, by doing senior high school level-experiments and observations (Hasegawa, 2010).

The second activity that should be accomplished by the applicants is decision on what research issues that school decides to do. One or two wide research topics should be opted by school among abundant research topics. However school need to consider the real fact, existing local problems, local potency and natural resources when school comes to determine the topic of the research.

Table 1. Examples of Activities that can be run by school

Examples of SSHS activities	
Curriculum development	Researching issues
Core institution	University/school liaison
International exchange	National Consortium
Science club activities	Science Olympics

Source: http://www.jst.go.jp/EN/research/bt27_en.html

International exchange is one of the activities that can be organized by the school of SSHS Project. This activity asks school to initiate international cooperation, such as joint research between young scientist of Japanese HS and their peer from other countries. The activities might be a seminar or conference attended by the participants of SSHS Project. At the event, students have opportunities to share research with their peers from other countries, and also visiting the prominent research center available in famous universities abroad Japan.

Science club activities are the club made by HS' students based on certain science topic. Science club activities could be a small group consisted of five or six students as young researcher or big group consisted of 10 students or more.

University/school liaison is collaboration between school and district level-universities or even national level-ones to do some activities, such as conducting sort of lectures delivered by faculty members of one university. Another activity that can be handled is doing consultation for science club activities of HS.

National Consortium is the activity in which some schools could join to do one research topic. It might be also the collaboration between schools and national institution, which works on strategic research of science and technology, in or outside the prefecture where school located in.

Science Olympics are the nationwide annual meeting for SSHS Project. At that event, students who represent their schools will compete with their peer from other high schools. Other form of this activity is commonly known as Science Fair. The participants of The Science Fair sometimes reach 3000 students of HS, which come from all prefectures.

How does The MEXT select the applicants for being supported as SSHS's school? Each school will send the proposal of SSHS, and The MEXT will check the possibilities. For example in 2015, there are about 63 new proposals submitted in by 4 national schools, 51 public schools, and 8 private schools, to be funded for five years, and MEXT have decided to choose only 25 schools to JST. Those selected schools are divided into two categories. The first one is called Developing Schools (*kaihatsu gata*), which means schools just started to design the curriculum and also research hypothesis. Only one public school is put in this category. The second one is Implemented Schools (*Jissen gata*) or the schools have already started to do research last year based on their on curriculum development. For this category, there are 24 schools (3 national schools, 20 public schools, and 1 private schools). There is another type that is selected based on JST Framework. This type is for schools located in special district where the local government is promoting human resources for science and technology development, and is sharing fund for SSHS. There are five schools (4 public, and 1 private) were selected from 24 applicants. This type of SSHS will be funded for three years by JST (MEXT, 2015).

The example of real SSHS activities implemented in Tamagawa University Affiliated High School is figured out in Table 2. The activities done by this school meet those

mentioned by JST (Table 1), which are curriculum development, collaboration with university, internalization, science research, science competition, and participating in national level science fair.

Table 2. SSHs Practices at Tamagawa University Affiliated High School

Types of SSH Program in Tamagawa	
1. Curriculum Development	11. Lecture by JAXA
2. Collaboration with university	12. Integrated Course
3. Internalization Program	13. Modern Science
4. Math-Science α	14. Advanced Biotechnology Institute (ABI) Training
5. Proactive Learning Course (SSH Research I, SSH Research II)	15. Participated in Science Fair at Meijo University
6. SSH Research Academic	16. Curriculum for University Entrance Preparation
7. SSH Academic	17. Independent Research
8. SSH Brain Research (collaborate with National Center for Neurology and Psychiatry)	18. Internal Science Presentation
9. Environment	19. External Science Research Presentation
10. Field Work	20. Join the Science Competition, and Organize the Science Technology Competition for school level

Source: Interview with Biology teacher of Tamagawa University Affiliated High School in 2013, and sited from Tamagawa Gakuen Koutoubu Chuugakubu. (2013). Supaa saiensu haisukuuru Kenkyuu Kaihatsu Jissen Houkokushou.

The Adopted Model of SSHS implemented in Indonesia

Drafting the Model

To implement the SSHS Project in Indonesia originally one as Japan is quite difficult. The most important sector in the SSHS Project is financial support to fund all the activities related as JST done. However, to provide this kind of institution is not simple. The separation of The Ministry of Education and Culture from The Ministry of Research, Technology and Higher Education, is might be the biggest obstacle in embodying the program. Under the new parliament system, early childhood, primary and secondary schools are controlled by The Ministry of Education and Culture, whereas higher education is under the Ministry of Research, Technology and Higher Education. There is another science institute, called The Indonesian Institute of Sciences or LIPI (Lembaga Ilmu Pengetahuan Indonesia), which supposed to be one of the sponsors in SSHS Project. However, it is not under the same coordination with the Ministry of Research, Technology and Higher Education. Therefore, it seems more complicated to do the SSHS Project in Indonesia.

By analyzing the original SSHS organization in Japan, and considering the condition of Indonesia, we tried to formulate the simpler SSHS Project, which involves two main stakeholders, i.e. university and high school. For supporting the finance of the program, we advantaged the research and community services grant availed by Sebelas Maret University every year. However, the grant is not big enough to sponsor large number of schools.

The first model of SSHS Project that being implemented in Surakarta was collaboration between Sebelas Maret University and local high schools. The forms of activities are lectures, workshop and training for students and teachers, which aimed to encourage them to be more engaged in science education. Lectures were designed as Table 3. To deliver the lectures and training, lecturers of Sebelas Maret University, which are also members of The Center for Japanese Studies were invited to contribute.

Table 3. Activities of SSHS Project in Surakarta

Type of Activities	Content
A. Lecture or Course	1. To be Young Scientist
	2. Biology and Biotechnology
	3. Nano Chemistry
	4. Nano Physics
	5. Food Science and Technology
	6. Research Methodology
B. Training/Workshop/Consultation	1. Research Club Activities Establishment
	2. Research Topics Designation
	3. Doing Research
	4. Research Consultation
C. Presentation	Science Fair*

Note: * have not yet done

Implementation of the Adopted Model

Opposite from the Japanese pattern, the Center for Japanese Studies of Sebelas Maret University itself proposed the program to some public schools. And due to the strict school curriculum, only one school agreed to be a school partner of SSHS Project in Surakarta.

High schools in Indonesia as in Japan have to follow the national standard curriculum released by the Ministry of Education and Culture. High school students also have to pass the National Examination as first requirement for applying the university entrance examination. Therefore, high schools teachers and students are psychologically under the pressure of national exam. For that reason, some schools offering additional hours to train students to get ready for the exam. This situation hinders the SSHS Project as well. However, there is a chance to negotiate with school, i.e. to offer the program to the first or second graders of HS (Ramli, et.al., 2014).

The school model in the trial project was The MAN 2 Surakarta (Islamic public school controlled by The Ministry of Religious Affairs). The school has long history and was the first modern madrasah (Islamic School) in Java. The original MAN 2 Surakarta was the Mambaul Ulum School, was founded in 1905 by The Pakubuwono X, the sultanate of Surakarta Kingdom or *Kraton Surakarta* located in Central Java. The school in the early form aimed to nurture the Islamic legal experts to work for Sultanate. However, in the next progress, the school had been changed into school for educating teachers for delivering the Islamic Religious in the public or private schools in primary and secondary level. In the last status, the school is well known as the best for nurturing both intellectual and spiritual children. Some of the students are staying in the Islamic boarding or dormitory provided by the school.

About 30 students and 10 teachers joined the SSHS project. Lectures were done as scheduled in August to November of 2014. At the last session five groups of research club of students were established, and they were asked to do a problem solving based-research. All the teams then observed and discussed the topics that they found surrounding the school. The topics are shared in Table 4.

Each research group independently had chosen the name of the group. And the idea to naming the group with the name of famous Moslem scientists was emerged among the students. The name of the group undoubtedly had motivated students to behave like those scientists, and it was a strong stimulus to encourage them to accomplish the research.

Table 4. Research topics selected by the Research Group

Name of the Club	Topic	Background
Al-Farabi (5 boys)	Analyzing garbage & waste surrounding the boarding schools and developing a liquid fertilizer	MAN 2 has two boarding schools; for boys and girls, and girls BS is near Klewer Market, a traditional market
Al-Haitsam (5 girls)	Managing & recycling sanitary napkins	At girls dormitory a lot of garbage of sanitary napkins
Ibnu Batutah (5 girls)	Renewal energy from kacang mete (cashew nuts)	One of the students live in the area of cashew nuts farm
Ibnu Sina (5 girls)	Effect of extract of Binahong (*Bassela rubra* linn) as alternative food for diabetes	One of the students already known binahong as herbal
Al-Jabir (5 girls)	Food consumption and autism	One of the students has brother with autism

Unfortunately, due to the shortage of time to proceed the research, and moreover students have to face the strict exam, the program is stagnant for a while. One club had tried to continue the research plan by asking guidance to the lecture designated for them, but it still do not help much. Another group had tried to make a small research on organic fertilizer made from *belewah* (cantaloupe).

According to the questionnaire distributed to the students, all students agree that they need more mentoring and advise from teachers and instructors of the university to accomplish the research. They are strongly motivated to apply science as daily knowledge and to do research in many aspects of science. One student asked for continuity of the program and wished that science fair to be come true regularly with more participants from invited students of other schools.

In fact, on the side of university, there were some obstacles or problems that to be anticipated as soon as possible. Mentoring and tutoring students' research group seems to be hampered by the overloaded work time of instructors which are actually lecturers with full day classes and they also have to do more than one research and community services.

To overcome the problem, it is needed to ask other parties to join the program. The best option is the university students who had experienced in conducting and organizing research. Hence, the mentoring and tutorial for HS' students will be done consecutively by involving students and lecturers.

The second solution that can be proposed is training the science teachers to be trainer for their students. In the first implementation, it seems that teachers did not intensively take care or pay attention to the SSHS Project. It was probably because they did not asked to be more take roles during the program. For that reason, in the next implementation, teachers should be put as important stakeholder.

How will be the next pattern for the SSHS Project implementation in Indonesia have to be critically reviewed and analysed, in particular to solve those problems met at the first trial.

CONCLUSION

The bridging collaboration between higher education and high school in promoting science education has been initiated by the Center for Japanese Studies of Sebelas Maret University through the implementation of adopted Japanese model of Super Science High School Project.

The adopted SSHS model had reduced some components of original SSHS Project of Japan, by focusing only to the collaboration between university and high school. University is doing job as funding sponsors, and also providing the curriculum of the SSHS. University also prepares the instructors by asking voluntary lectures of specific science major.

Some obstacles had been found during the program, came from both parties, i.e. university and high schools. The lack of extra time to accomplish the program is the main problem that both parties have to solve together. Inviting university's students to join as mentor and tutor of SSHS is recommended for the next project. ✍

References

Chen, Chi-Tung. 2012. Development and Evaluation of Senior High School Courses on Emerging Technology: A Case Study of A Course on Virtual Reality. The Turkish Online Journal of Educational Technology, 11 (1): 46-59

Hasegawa, T. (2010). SSH-Super Science High School Designated for Intensive Science and mathematics Studies. Berlin, Germany.

Hofstein, A. and V.N. Lunetta. (2003). The Laboratory in Science Education: Foundation for the twenty-first century. Wiley Periodicals, Inc. *Sci Ed* 88**:**28–54, 2004; Published online in Wiley InterScience (www.interscience.wiley.com). DOI 10.1002/sce.10106

Hulleman, C.S. and J. M. Harakiewics. (2009). Promoting Interest and Performance in High School Science Classess. Science, 236: 1410-14112

JST. Overview of JST Programs and Organization 2013-2014. (2014). JST. Department of General Affairs, Public Relations Division. Tokyo: Japan Science and Technology Agency.

Ogura, Y. (2010). *Super Science High School Project in Japan.* Retrieved 11 5, 2014, from HRD APEC: http://hrd.apec.org

Ramli, M., D. Praseptiangga, S. Saputro, Y. Rinanto, Suciati, Kusumandari, T.E. Saraswati. (2014). Mendorong Peminatan Pada Saintek Melalui Introduksi Program Super Sains di SMA. National Seminar on Science Education (Surakarta Indonesia, 15 November 2014).

Sumida, M. (2013). Emerging Trends in Japan in Education of the Gifted: A Focus on Science Education. Journal for the Education for the Gifted Vol 36 (3): 277-289

Tamagawa Gakuen Koutoubu Chuugakubu. (2013). Supaa saiensu haisukuuru Kenkyuu Kaihatsu Jissen Houkokusho

IMPLEMENTATION OF PRINCIPALS TRANSFORMATIONAL LEADERSHIP TO BUILD STUDENTS CHARACTER

Diah Puji Nali Brata
STKIP PGRI Jombang
Email: diahpuji37@yahoo.com

Abstrak: Development of work character for the students of SMK is urgent, in order to prepare graduates to face the competition of real work. Recently, the challenge of leadership in schools is to empower all potential and make the school as a community of learners towards the changes that are more meaningful, especially the development of character education in schools. SMKN 1 Mojokerto has committed to providing qualified education in order to compete and become professionals in the field of Information Technology (IT). This study aims to describe the values of characters are formed, strategies of building character values, the implementation of transformational leadership, and barriers. The research approach is qualitative descriptive. Data collected through in-depth interviews, observation and documentation. This study used a case study design (individual case). Results of this study are the values of characters are developed starting from the essential value, simple, and easy to implement such as clean, tidy, discipline, honest, polite, independent, and competitive. Strategies of building character' s values through the work culture SBIC (smart, behavior, innovation, competitive), and a commitment to carry out the work culture SBIC with the inscription by all citizens of the school. Implementation of transformational leadership by principal is a such kind of behavior transforming the organization's values to all citizens of the school, such as to emulate, to motivate, stimulate the intellectual, and giving attention to lower rank officers, especially matters related to building students' character. Constraints of building students' character are students having limited time when they are in school, the strong influence of the era of technology, access to get information and communication easier, and concern for building character.

Keywords: transformational leadership, characterized learners

Rules No. 20 of 2003 on National Education System explains the purpose of national education is a conscious and deliberate effort to develop the learners both intellectual and personality potential. To realize these goals, education always requires the transformation of the education process for developing dynamic and impact of science and technology development. According Sonhadji (2012), there was rapid development of science and technology that lead changes in society. Education requires the education transformation in the form of sharpening direction, changes in structure, improving the curriculum in accordance with the society needs, and future-oriented. Educational transformation requires qualified human resources.

But human resources in Indonesia is currently facing a fundamental problem, namely the education process less the balance between knowledge, attitudes, and skills. The education process gives a very large portion of knowledge, but less in terms of the development of attitudes or values and behavior in learning. National education has not been able to enlighten the nation, and has lost its spirit due to the market not subject to the enlightenment of the learners (Muslich, 2010). Thus the implementation of education in Indonesia, is considered not able to prepare qualified young people and personality.

The education process mentioned above, the impact the public perception that learners childbirth education only smart, but behave decently, do not care, lack of patriotism, and tend to be radical. The issue of the current character into the public spotlight,the issue of moral crisis that emerged in the community, among others, corruption, collusion, nepotism, violence, sexual crime, vandalism, and fights the masses. Education has not

been able to change the behavior of the people to be better citizens, honesty, commitment, tenacity, hard work, piety seemed to be separated from the issue of education (Samani, 2013). Repositioning, re-evaluation and redefinition of "clumps" values education in particular, is considered necessary for the purpose of national education which intends to prepare generations of noble character of the nation that can be achieved (Muslich, 2010).

Re-evaluation of the Government to realize the value of education is character development as one of the priority programs of development, so that character education be used as a national movement since 2010 as the human development efforts of Indonesia who have a certain noble character. (Kartadinata, 2012), in (Lickona, 2013: xi), suggests that character education is not a new policy on education but efforts to restore the delivery of education to the essence of the real, as mandated in Article 1 (1) of Law No. 20 of 2003 on Education System National. Therefore, character education must be developed within the National Education System in order to achieve national education goals. Character is the process of sustainable development and never ending process.

The Government of Indonesia through the Ministry of National Education launched the implementation of character education for all education levels with the hope of character education can build national identity, one of them in vocational schools (SMK). Character development is very important for vocational students, especially vocational student character development work is urgent to prepare graduates face the real working world.

Puslitbangbud (2013) states that the school principal is responsible for the activities of the so-called civilizing schools, for example, culture of a clean, comfortable, discipline and manners, because the success of character education in the character of the principal that, in principle, starting from the simple to the principal to be an example for the community school, for example, show up on time. Thus it takes principals order and support others who are dedicated to having a healthy moral environment and teaching programs are good value.

One model of leadership that are proven effective to implement character education is transformational leadership. The argument is the term transformational change something meaningful in transforming or else different. Principals that apply transformational leadership being able to change the organization's energy resources in order to achieve the goals of school reform, in particular to develop character values into school culture. Resources can be human (leadership, faculty, subordinate, teachers, learner), facilities, funding and organizational external factors. Implementation of character education requires leadership behavior of the principal who is able to transform the changes that develop character values in schools on an ongoing basis, and have a high commitment to motivate and empower all citizens willing and schools to support the implementation of character education.

Departing from the phenomenon became interested researchers to further examine how the implementation of character education that was developed at the level of secondary vocational schools whose results are expected to provide insight into the principal as a leader in managing the school to be an effective school. The challenge of leadership in today's schools is to empower all potential and make the school as a community of learners towards the changes that are more meaningful, especially the development of character education in schools. This study aims to describe the values of

characters are formed, strategy formation of character values, the implementation of transformational leadership, and barriers.

Leadership Principal

Principal as educational leader has a very big role in improving the quality of education including the development of morale, interest in the development of education, a conducive working atmosphere and fun, quality professional development of teachers is determined by the principal. Lecturer Team UPI (2009), the main function of the principal as educational leader is to create a situation of teaching and learning so that teachers can teach and students can learn. Fattah (2012) explains one of the leaders guide (Principal) in implementing the management is to have social capital to build a mutually beneficial support relationships between principals, teachers, parents, students and other school community members. Wahjosumidjo (2001), the principal is a functional staff of teachers who were given the task to lead the school in which organized learning process, where there is interaction between teachers who provide lessons and pupils were receiving lessons. Arifin (2007) explains that as the educational leader of the school, a school principal and the school organize personnel who work in them into a situation that is efficient, democratic and institutional cooperation that depends on the expertise of the workers.

Transformational Leadership

The leadership models as the basis for determining the behavior of the leadership are charismatic leadership, transactional leadership and transformational leadership (Robbins, 2008: 83). Charismatic leadership is a leadership that has the ability supernatural, superhuman, or the special forces that come from the Divine. Bass and Avilio (1994), explains that the transactional leadership emphasis on transactions or exchanges that occur between leaders, colleagues and subordinates, based on the terms specified. Characteristics of transactional leadership is contingent reward (award or reward for the efforts of subordinates) and management by-exception (emphasizing fungi as the control of management, leadership gave the intervention to subordinates when standards are not met). Burn (1978), a charactert is first introduced the model of transformational leadership. Transformational leadership is a form leadership modern, which put more emphasis on the transformation value to achieve organizational goals. Bass and Avilio (1994), transformational leadership emphasizes the interaction between leaders and employees is characterized by the influence of leaders to change the behavior of employees to be someone who was capable and motivated and seeks to achieve high performance and quality.

One of the leadership that has been developed and proven to be effective at this time is was transformational leadership. Wiyono (2013), suggests transformational leadership is leadership that emphasizes the efforts to transform the values of the organization to the members. Danim and Suparno (2009), propose to address the various problems faced in school, patterns of transformational leadership is one option for principals to lead and develop a quality school. Transformational leadership has an emphasis in terms of the vision and mission statement of the obvious, the use of effective communication, giving intellectual stimulation, as well as the personal attention to the problems of the individual

members of the organization. Having four dimensions of transformational leadership called the "Four I": idealized influence (idealized influence), inspirational motivation (inspirational motivation), intellectual stimulation (intellectual stimulation).

Character Education

In the XXI century there are ten reasons why the school must make a commitment and wholeheartedly to teach moral values and help good character, among others: (1) there is a clear need and urgency, (2) convey the values is always the duty of civilization , (3) the role of schools as educators moral become increasingly vital as millions of children have received little moral teaching, (4) the ethical foundation general remain, (5) democracy has a special need for moral education, (6) free education, the value was not there , (7) moral questions is one of the big questions that must be addressed as an individual human being and the human race, (8) there is widespread support for the stronger to give the value of education in schools, (9) the commitment is not ashamed of moral education, and (10) the value of education is a job that can be done (Lickona, 2013).

Character education is a conscious and deliberate effort to create an atmosphere as well as the empowerment process and familiarization of potential learners to build personal character or a unique group-unique as citizens (Kemendiknas, 2011). Character education is an effort that is designed and implemented systematically to instill the values of the behavior of learners 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.

Character is developed through the stages of knowledge (knowing), the implementation of the (acting), and custom (habit). Characters are not limited to knowledge alone. A person who has knowledge of goodness may not be able to act according to his knowledge, if not trained (a habit) to perform such kindness. Character also reaches the area of emotions and habits themselves.

Character education in Indonesia is the acculturation process framework and empowerment of characters will be implemented in the context of the strategy in the context of macro and micro strategies. National macro realm, while the micro realm associated with the development of character in an educational unit or holistic school (the whole school reform). Character education in the context of micro-centered holistic education unit, sschool as a leading sector seeks to utilize and empower all existing learning environment for the initiation, repair, strengthen and enhance ongoing process of character education in schools. Values or character development is divided into four pillars, namely learning activities in the classroom, the daily activities in the form of school culture, curricular or extracurricular activities, as well as daily activities at home and in the community.

RESEARCH METHODS

The method used in the study is qualitative, to disclose and describe in depth the principal transformational leadership in implementing character education in SMK 1 Mojokerto. Data collected through in-depth interviews, observation and documentation. The study design was a case study to analyze the data was the data analysis stage individual cases (individual case). Miles and Huberman (1984), among others: (1) data

reduction, (2) presentation of data, and (3) conclusion. The third flow of the data analysis is a unity, which processes interconnectedness and repeatedly during and after data collection. Checking the validity of the data used in this study is based on four criteria, namely: (1) the degree of confidence (credibility), (2)transfers (transferability), (3) dependability (dependability), and (4) the certainty (confirm ability) (Lincoln & Guba , 1985).

RESULTS AND DISCUSSION

Results

Character values developed is started from the value of the essential, simple, and easy to implement, among others, clean, tidy, disciplined, honest, polite, independent, and competitive. These values internally provide planting a strong character in the self-learners because each value it contains elements of thoughts, feelings, and moral behavior that is psychologically interaction. The values of these characters associated with the fulfillment of student competence in accordance with the needs of business and industry.

The students' character formation strategy through works culture SBIC (smart, behavior, innovation, competitive), the commitment to carry out the work culture SBIC with the inscription by all citizens of the school. This strategy is a way to provide the best educational services for students who are prepared for the AEC era, and to increase public confidence and DU / DI.

Smart culture is the establishment of a comprehensive intelligence among other things spiritual, intellectual, emotional and kinesthetic. The intelligence needed in today's working world. The bbehavior, is the cultural mannered kids how to shake hands with the teacher entered the classroom, seen completeness of all of the attributes or uniform, praying before going home, forming sponsored children through close-cropped haircut profile in order and discipline. The innovation is a commitment by all school members to make changes by implementing integrated education and learning 5T (resilient, responsive, determination, thorough, and responsibility). Competitive, is aware of the fierce competition in the world of work, schools require graduates to have a national and international certification for the field their skills.

Implementation of Transformational Leadership is behavior that is transforming the values of the organization to all citizens of the school, among others emulate (idealized influence), motivating (inspirational motivation), stimulates intellectual (intellectual stimulation), and giving attention to subordinates (Individualized consideration), particularly matters relating to the character formation of the students. The implementation of an impact on the subordinate's performance exceeded expectations in achieving the goals of the school.

Idealized influence, the principal gave a strong influence on members and mobilize all members, towards the achievement of organizational goals of the school. Example: (1) invites all school members to face the challenges of MEA with the preparation of all elements of the teachers, students, and infrastructure, (2) some teachers have been certified as assessors in the field of networking, engineering automotive and information technology certification bodies national and international, and (3) the class XII students have test certification, for example engineering Image Building test in cooperation with the Image Interpreter Construction Services Development Board (LPJK).

Inspirational motivation, high school principal motivating the school community inspired by the values and ideals are high. Example: (1) always gives motivation to improve the quality of teachers, (2) change the pattern of teacher performance in a way something new should be adopted of origin in accordance with the conditions of the school, (3) cooperation and comparative studies, (4) optimize the work of IT-based which became a part of life of the school, (5) the employee or teacher who can not be IT trained continuously (every semester held IT training, and (6) improve academic skills, particularly class XII student must obtain a certificate of KKPI for competence as a companion diploma in order to find employment.

Intellectual stimulation, principals provide stimulation in an innovative and constructive, so that members can express their ideas in achieving organizational goals Examples: (1) education with emphasis on learning, education and character formation of students are mentally positive, achievement and competitive, and (2) provide freedom for teachers to perform, with innovations to form a mental attitude of the students, for example Program Light Vehicle Engineering expertise with ½ hour program for the future, become a champion in the race 3 in East Java sniper stance Daihatsu

Individualized consideration, principals are paying attention and accept individual differences and develop the members of all the members in accordance with the potential and characteristics. For example in transforming change for all citizens of the school has the motto "Synergistic Engraving Achievement" means never say disable while you have not tried. And never despair while you are disabling. Try learning to learn as well practice, surely you can and if you fall, you will know how to rise.

Obstacles to the formation of character, among others, (1) the presence of students in the school are limited on time, (2) the strong influence of the era of technology, impact on Internet addiction (not disciplined learning time, sex), (3) access to information and communication more easily so that they can know the figure an example that unimitated (corruption, fighting, fighting between teens, rape), and (4) concern the formation of character, for example, employees of cleaning toilets and prayer work with the target time, regardless of what that character, some teachers only understand the importance of the formation of character writing without knowing how its implementation, the necessary synergy three educational environment (school, family, and community).

Discussion

Findings about character values developed starting from the essential value, simple, and easy to implement and provide a strong character cultivation in self-learners because each value it contains elements of thoughts, feelings, and moral behavior that is psychologically interact. This is in accordance with the opinion (Lickona, 2013), the school hopes to be able to carry out moral education, must have confidence that: (1) the values that should be taught in schools has a useful purpose and is generally accepted by society variety, (2) the school should not only expose these values to students, but also to be able to guide them to understand, absorb and conduct values apply. To be able to carry out these two things needed a clear picture of the basic meaning of the values. (Damayanti, 2014), that includes character education values that need to be planted, grown and developed to each learner. Values-values that are developed disable separated

from the culture of the nation, which is a whole system of thinking about values, morals, norms, and beliefs that generated human society.

Findings of the strategy for the formation of character learners through work culture SBIC (smart, behavior, inovation, competitive), the strategy is a way to provide the best education for students and increase public confidence and DU / DI, in the opinion (Lickona, 2013) that the application of noble moral equitable and democratic by the pupil does not apply to schools that do not provide high moral experience of community life in school, meaning that the level of the operative moral reasons students tend to increase or decrease related to their perception conformity with the moral environment of the school. There are six elements of moral culture positive at the school: (1) the principal's leadership, (2) school discipline, (3) develop a sense of community around the school, (4) the management of schools are democratic, (5) creating a good community among parents adult, and (6) gives a lot of time to care about the moral. Strategy character education is divided into three, among others: (1) curriculum, integrating character education into teaching materials, (2) a model figure, all educators, staff (principal, teacher, teacher guidance and counseling, administrative personnel) in school should be able to be a role model and good, and (3) the methodology, among other strategies pilot ages (cheerleading), praise and reward (praise-and-reward), define and Rehearse (define-and-drill), discipline (forced-formality) and temperament of this month (traits of the month).

Findings on the Implementation Leadership transformational are behaviors that transform the organization's values to all citizens of the school, among others emulate (idealized influence), motivating (inspirational motivation), stimulates intellectual (intellectual stimulation), and giving attention to subordinates (Individualized consideration), particularly matters relating to the character formation of students. Such implementations have an impact on the performance of subordinates exceeds expectations in achieving the goals of the school, this is in line with the results of four years of schooling Keith Leithwood (1994) in Hoy & Miskel (2006) assessed the effect of transformational leadership, the framework of conceptual based on two statements: (1) transformational leadership in schools directly affects school results such as the perception of teachers, achieving the goal male and female students in the class, and (2) of transformational leadership is indirectly affects three psychological characteristics of perception characteristics of schools, teachers' commitment to change, and learning which in turn affect the quality of the organization. From his research, Leithwood generalize that transformational leadership meets all aspects of leadership, for example in terms Bass: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration.

Meanwhile, Bass and Avolio (1994) suggests that transformational leadership has four dimensions called "the Four I's": (1) idealized influence (idealized influence), described as the behavior of a leader who makes his followers admire, respect and trust him, (2) inspirational motivation (motivation inspiration), described as a leader who is able to articulate expectations clear to the achievement of subordinates, demonstrating its commitment to the whole purpose of the organization, and was able to inspire team spirit within the organization through the growth of enthusiasm and optimism, (3) intellectual stimulation (intellectual stimulation), transformational leaders must be able to foster new ideas, providing creative solutions to the problems faced by subordinates, and motivate

subordinates to seek approaches new in performing organizational tasks, and (4) individualized consideration (consideration individual), transformational leaders described as a leader who will listen attentively inputs subordinates and specifically want to pay attention to the needs of subordinates will be career development.

The existence of barriers in the character formation of students associated with the strong influence of technology and access to information and communication, it is in accordance with the opinion (Lickona, 2004), that this time we are against the social environment, which is largely a creation of the media and culture market , Damage to the sexual assault of children is the most insidious, because this is a misleading media culture values children (materialistic culture, searching for self-esteem and identity of objects that are owned, and how to dress a teenager). The solution is (1) a parent trying to manage the media environment by controlling your TV, movies, music, video games and the internet. The use of children to the media is a privilege, not a right, (2) do a didactic approach and explain our moral objections against something rather than prohibit, as it will generate anger is not development of conscience and inner control. The impact of globalization is happening today bringing the Indonesian people forget the nation's character education, because globalization has brought us on the "deification" material so that there is an imbalance between economic development and cultural traditions of society (Muslich, 2011).

CONCLUSION

The values of character is developed starting from the essential value, simple, and easy to implement, among others, clean, tidy, disciplined, honest, polite, independent, and competitive. These values internally provide planting a strong character in the self-learners because each value it contains elements of thoughts, feelings, and moral behavior that is psychologically interaction.

Strategies for the character formation of students through work culture SBIC (smart, behavior, innovation, competitive), the commitment to carry out the work culture SBIC with the inscription by all citizens of the school. This strategy is a way to provide the best educational services for learners and increase public confidence and DU/DI.

Implementation of transformational leadership is behavior that transform the organization's values to all citizens of the school, among others emulate (idealized influence), motivating (inspirational motivation), stimulates intellectual (intellectual stimulation), and giving attention to subordinates (Individualized consideration), particularly matters relating to the character formation of students. The implementation of an impact on the subordinate's performance exceeded expectations in achieving the goals of the school.

Obstacles in the formation of character, among others, (1) the presence of students in the school are limited on time, (2) the strong influence of the era of technology, (3) access to information and communication easier and (4) concern the formation of character.

References

Arifin, I.2007. *Strategi Kepala Sekolah Capai Prestasi Juara UKS Nasional*. Yogyakarta: Aditya Media.

Bass, B.M. and Avolio, B.J., 1994, *Improving Organizational Effectiveness through Transformational Leadership*, Sage, Thousand Oaks.

Burns, J. M. 1978. *Leadership.* New York: HarperCollins

Damayanti.D.2014. *Panduan Implemetasi Pendidikan Karakter Di Sekolah: Araskah, Yogyakarta.*

Danim,S & Suparno.2009.*Manajemen Kepemimpinan transformasional Kepala Sekolah.* Jakarta: Rineka Cipta.

Depdiknas. 2003. *Sistem Pendidikan Nasional Tahun 2003*. Jakarta.

Fattah. N. 2011. *Landasan Manajemen Pendidikan.* Bandung: Remaja Rosdakarya.

Hoy, W.K & Miskel, C. Gl. 2001, *Educational Administration: Theory, Research, and Practice:* McGraw-Hill Higher Education. Singapore.

Kemendiknas. 2011. *Panduan Pelaksanaan Pendidikan Karakter di Sekolah.* Jakarta.

Lickona,T.2013. *Pendidikan Karakter Panduan Lengkap Mendidik Siswa Menjadi Pintar dan Baik.* Bandung: Nusa Media.

Lickona,T.2013. *Education for Character. Jakarta: Bumi Aksara.*

Leithwood. 1999. *An Organizational Perspective on values for Leaders of Future.* State Universitiy of newyork Press.

Miles, M. B & Huberman, M. 1984 ; *Qualitative Data Analysis; A Sourccebook of New Methods;* Sage Publications, Beverly Hills, London.

Muslich.M.2011.*Pendidikan Karakter Menjawab Tantangan Krisis Multidemensional.*Jakarta: Bumi Aksara.

Puslitbangbud.2013. *Efektifitas Pendidikan Karakter.* (Online), (*Puslitbang. kemendikbud.go.id/.../ 411-efektivitas-pendidikan-karakter),* diakses tanggal 20 November 2013.

Robbins, S.P., 2008. *Organizational Behavior. (Jilid II).* Upper Saddle River, New Jersey: Pretice Hall, Inc.

Samani, M & Hariyanto.2013.*Konsep dan Model Pendidikan Karakter*. Bandung: PT Remaja Rosdakarya

Sonhadji, 2012. *Manusia, Teknologi, Dan Pendidikan Menuju Peradaban Baru.* Malang: Universitas Negeri Malang (UM Press).

Tim Dosen UPI. 2009. *Manajemen Pendidikan.* Bandung: CV Alfabeta.

Wahjosumijo.2001. *Kepemimpinan Kepala Sekolah*, Jakarta: PT Raja Grafindo Persada.

Wiyono, B.B.2013. *Kepemimpinan Tranformasional Kepala Sekolah (Konsep, Pengukuran, Dan Pengembangannya).* Malang: Penerbit Universitas Wisnuwardhana Malang Press

THE IMPACT OF DIFFERENCES STUDENT'S INDEPENDENT BASE ON LEARNING APPROACH AND INTRAPERSONAL INTELLIGENCE

Eny Nur Aisyah
State University of Malang
Email: eny_aisyah@yahoo.com

Abstrak: The objective of this research is to find out the differences student's independent base on the effect of learning approach and intrapersonal intelligence. This research used method exs post facto with treatment by level design and selected randomly of 83 students from 2 preschool with 2 classes. The research finding are bellow: 1) Student's independence with behavior learning approach are higher score than students with humanism learning approach; 2) There is significance interaction effect between learning approach different and level student's intrapersonal intelligence; 3) There is significance difference score between student with behavior learning approach and humanism learning approach in their independent, for those who have high intrapersonal intelligence; 4) There is no significance between student with behavior learning approach and humanist learning approach in their independence, for those who have low intrapersonal intelligence. The conclusion from this research is when teacher want to improve students (early childhood students) ability in independence especially in democratic era, level of intrapersonal intelligence could be taken into consideration, it's wil be compared if student's learning approach different.

Keywords: learning approach, intrapersonal intelligence, children independence through 4-6 age

Every parent expects a satisfactory learning results on the son of her daughter after their learning in school, good success in logical intelligence, social, physical, psychic, mathematically as well as other intelligence-intelligence owned children. Under the laws of REPUBLIC of INDONESIA No. 20 of 2003 on the national education system (SISDIKNAS) article 3 which States that the purpose of national education function developed the ability to form character and the civilization of the peoples dignity in the framework of the intellectual life of the nation, aiming to westernised potential learners in order to become a man of faith and pious to God ALMIGHTY, precious, healthy, have learned, accomplished creative, independent and become citizens of a democratic and responsible " , then the school has a very large participation to form the independence on any child after her family environment.

The time of children is an early phase. This is a very sensitive phase in the life of a child, because in it there is a cognitive strategy of the built phase, emotional and social. At this stage the guidance of parents, teachers and all of the surrounding environment must be able to support all aspects of the emerging capabilities in children especially in the formation of his independence in the future.

Independent or stand on its own feet is now the demands are very urgent, because it is based on statistical data collected a Commission for child protection (Global Youth Tabacco Society) through the archipelago News, most children and young people's burden becomes potentially Indonesia namely the generation which has the tendency of consumerist behaviour, easily influenced and easily despair. In order to improve the quality of human resources according to the conditions of Indonesia society is ready built and ready to be used, then in general the purpose of educating children is the train for the future are able to stand alone on its own that cover in terms of physical, psychological, and social. Therefore early on children should be educated to be independent since the

independence is a psychological ability that will develop directly menurus in line with increasing age and experience-the experience acquired throughout life.

The ability of the child to be able to resolve the problem in everyday life become the main points expected by all parents. This is due to the demands of life requires that they are able to solve all the problems in life are related to the settlement of the problems yourself, self-control and ability to communicate so that it is able to convey the desire of self, meet the needs of themselves, and can interact with both on a social environment that exists around it, with all the knowledge, creativity, and independence.

The school is in second place after the family environment that is very influential to the development and knowledge of the child. In the school of knowledge, life skills as well as skills a must have each child is capable of is obtained by most of the way and different characteristics. Each school has a purpose and a different way of learning based on the development of a wide range of learning theory, and a variety of learning approaches used to develop children's intelligence of his protégé. Among a variety of learning approaches used in some schools there are two of them are commonly used, namely the approach of humanistic learning and behavioristik learning approach.

Humanistic learning approach looking self-reliance is part of humanizing mankind in the process of learning which does not escape the observation of two mental facet i.e. head (head) with a cognitive and hearts (heart) and the affective traits was briefly engaged significantly through the structure of the neurons of the brain, namely the extended amygdala which functioned effectively and efficiently from a dynamic interactive process with the environment which includes physical traits mental and emotional, which resulted in the terakselerasinya function of the brain and result in the expansion of human capabilities is optimal not only on independence but also the development of social, emotional or cognition.

Humanistic learning approach believe that with an approach that is based on humanity and free the children in learning through the process of problem solving of any problems encountered during daily in schools, will be able to make the child more ready, standalone, and quality of life challenges and always have a complex development.

Different learning approaches with humanistic, approach to learning behavioristik according to Throndike called also learned a try (trial and error) to three main principles: learn to be successful if the individual has been prepared (law of readiness), the need for repetition in learning (low of exercise), and know the results (law of effect) with respect to that approach to learning can be done by creating a stimulus that produces a response. Based on the research of Watson, stimulus response that must be manifested behaviour on an ongoing basis and can be observed.

Edwin Ghutrie reinforcing this behavior with the study argues the stimulus needs to be given as often as possible to produce a stronger response so that it becomes a habit, Skiner also added the need for punishment in the process of learning as a booster response on behavior that is generated after the learning process so that it becomes a positive and sustainable habits.

Behavioristik learning approach emphasizes conditioning behave, because this will really help the child to learn to become a successful personal and knowledgeable to face the problems of life that she meets. Intentional environment condition will form the child's behavior. This is different to the process approach of humanistic learning, because

this learning approach, more emphasis on ' learning ' rather than just on the results experienced by the man himself with basic freedom, that have characterized utilizes a wide variety of learning theory in the learning process as long as it's positive impact to the development of the child and still aims to achieve self-actualization based on his own choice.

Good approach to a more humanistic learning emphasizes learning on a human process with the aim of humanizing the man and behavioristik learning approach that emphasizes learning approach through the conditioning of behaviors, both alternatives are among the many other learning approaches and various used at some schools to develop the independence of the child.

Good learning approach to learning behavioristik approaches as well as humanistic learning approach that is estimated to be capable of making kids more independent still sometimes intrapersonal intelligence are influenced by owned of each child is different. Especially at age 4-6 years because according to Conny Semiawan, although children already have to learn to accept and respect (repect) to others who are different but in general are also experiencing built troubleshooting skills (problem solving skills), the ability to transfer the Science (knowledge transfer) as well as the development of other capabilities that are strongly influenced by their respective children intelligence.

Based on research conducted Howard Gadner from nine intelligences: linguistic, logical intelligence intelligence-mathematical, spatial intelligence, kinesthetic intelligence, musical intelligence, interpersonal intelligence, intelligence sometimes intrapersonal, natural intelligence, and the intelligence of the religion, naturally at least one intelligence certainly possessed by every human being, gave rise to a belief in education that a child is no its not smart, because in the real capacity of the human brain's arrangement are created equal and ragawinya functions unless they are having some drawbacks since born or physical or psychic accident resulting fatal and experience the difference of development than any other individual during life.

School with a variety of learning approaches are applied in it as the environment participate affects each child's development, will generate different independence with the readiness of each individual that various levels of his intelligence. Thus, this research is worth doing then to describe and expose the difference between child children self-reliance based on humanistic approach to learning behavioristik learning approach and taking into account the sometimes intrapersonal intelligence level of each child. This problem became compelling because the current rarity of serious studies that do research about the independence of the child.

Based on the description in the background above, some possible problems or factors which could affect the independence of the child, there are many things that can be examined to find out. But there are three things that are discussed in this case-that is, a "Self-reliance as the main problem, the approach of learning and sometimes intrapersonal intelligence as a mutual influence on aspects of independence". The intended learning approach is humanistic learning approach and the approach of learning behavioristik, while sometimes intrapersonal intelligence consists of smarts sometimes intrapersonal intelligence sometimes intrapersonal high and low. In a more specific formulation of the problem are as follows: 1) If there is a difference between the child who learns self-reliance by using the humanistic learning approach and the approach of learning

behavioristik?, 2) if there are interactions sometimes intrapersonal intelligence and learning approach towards self-sufficiency child?, 3) Whether there is a difference in a child's independence that has sometimes intrapersonal intelligence high humanistic learning approach using and learning approach to behavioristik?, 4) If there is a difference in a child's independence that has sometimes intrapersonal intelligence, low learning approach using a humanistic approach to learning and behavioristik?

From the third formula which would like to answer the researchers hope the results of this research can be used as a foundation to develop new concepts and strategies in the development of self-reliance of early childhood so as to enrich the corpus of knowledge, particularly in develope the ability of children and also to encourage teachers and parents to develop independence early childhood, both in the process of learning at school and at home.

METHOD

The methods used in this research are Ex Post Facto, since free variables are not given preferential treatment and not controlled i.e. variable approach applied learning school is taken as a free variable, or has happened before this research was conducted. "Ex Post Facto is used by researchers to examine the effects of the treatment that has been going on and not create preferential treatment". Kelinger in Seville dkk define ex post facto as a systematic research where researchers can not directly control the variable free. This research uses the same basic logic with experimental research i.e. If x then y, it's just that in this study no direct manipulation against the independent variable. In addition, as pointed out in the well by Fred n. Kerlinger that limitations on Ex Post Facto research is:

> "Systematic empirical Investigation in which scientists do not control non variable directly because the embodiment of these variables is not essentially can be manipulated and it's been going on. Conclusions about the relationship between the variables was carried out without direct intervention, based on the differences that accompany the free variables and variables ".

Based on the description above, this research has not given the treatment of variables examined, only examine the effect of treatment is already done by nature.

The population was a number of inhabitants or individuals who at least have the same properties. The population in this research is the entire kindergarten students residing in East Jakarta, with a sample that represented two different schools of i.e. Kabika Preschool and Al falah islamic internas preshcool totalling 76 students through engineering sample aims (purposive sampling) i.e. the sample technical aims of each population did not have the same opportunities but with particular consideration for the sample.

The data collected there are four data types, i.e. learning approaches, sometimes intrapersonal intelligence and independence. Data collection techniques for learning approach using variable questionnaire Likert scale statements with the score 1-3 scale, IE: never, sometimes, and often. Sometimes intrapersonal intelligence to collect data using a Likert scale questionnaire with a scale of 1-4, i.e. strongly agree, agree, disagree, and strongly disagree. The lowest score given the value 1 and the highest score was given a value of 4. Grain

insrumen consists of two groups of statements that is positive and the grains group the group negative grains. Grain is positive statement regarding the characteristics or circumstances indicative of the positive perception or attitude or approach the positive pole, while the grain is negative statements regarding the characteristics or circumstances indicative of the perception or negative attitude or approach the negative pole.

As for collecting data using the standalone scale score measurement of attitude differensial semantic are arrayed in a line continuum. The most positive answer is located on the right side of the line and a very negative answer is located on the left side of the line. With a score of assessment based on the perception of the 1-7 which has a polar opposite each other, 1 means very negative and 7 means a very positive.

The variable is everything becomes an object of observation research. In this study consists of a bound variable (Y) is a standalone, free variable (X) is composed of one active variables and one variable attributes. Active learning approach is the variable that consists of two groups approach learning i.e. learning approaches humanistic learning approach and behavioristik, whereas the variable attribute is sometimes intrapersonal intelligence that consists of two groups of high and sometimes intrapersonal intelligence groups sometimes intrapersonal intelligence is low.

The instruments used to get the variable third data above using questionnaires or question form. The questionnaire is a series of questions or written statement submitted to the respondents to answer in writing.

To test the validity of the empirical research instrument using the internal validity of the test, because by using the internal validity of the test would seem the least or no alignment of the details of the question or statement with the instrument as a whole, as was expressed Arikunto that: a the instrument is said to have internal validity in every instrument supporting the Mission of the instrument as a whole i.e. disclose the data of the variables in question. The internal validity of the testing is done by looking at any granule score total.

Then details of the statements in this instrument is declared invalid if the price coefficient results count is greater than the coefficient of correlation of the results table on the significance level.

In addition to the validity, quality instrument is also determined by the reliability of the instrument, the instrument reliability is an instrument that has a higher trust level. A measuring instrument shall have a high confidence level in the measurement tool capable of providing a fixed measurement results and accuracy. In this study to calculate the coefficient of reliability of the instrument used the formula coefficient of Cronbach Alpha reliability.

Instrument test carried out on kindergarten students. Al-Faras located at JL. Alternative Transyogi km. 4 No. 45, East Jakarta to the empirical test instrument approach to learning, with the total number of respondents as many as 14 obeserver

consisting of teachers, staff, and researchers. And 20 students who became the sample of test instrument of the independence of the child.

The analysis used data research include: descriptive analysis, the analysis of the test requirements, and an analysis of the inferensial. From processing the raw data were analyzed in stages in accordance with their respective research purposes until it was discovered the average, median, mode, and standard deviation of each variable.

The next test is performed the requirements analysis intends to find out if the data is already collected to meet the requirements for analysis.

Assumptions must be met with the two lines of analysis of variance is the research data must be Gaussian of variance between data and revision of research must be homogeneous. Before the data is analyzed, first calculated test normality and its homogeneity test for groups are examined. Dilaksananakan data normality test to find out if the sample of the research comes from a Gaussian population. Test Liliefors test done with normality. While its homogeneity test data was carried out to find out whether the research data that has been collected is derived from a homogeneous population and do a test with Bartlett.

Testing the normality of variables is done with the intention of knowing whether sample Gaussian. Test the normality of error estimates in regression of Y over X using the Liliefors test at significance level (α) = 5 %

Homogeneity test in a test done with Barlett to determine whether the data has a homogeneous variansi Y. Testing done on the significance level α = 0.05 with the formula that is used to obtain the χ^2_{count} is $\chi^2 = \text{In } 10 \{ (B- (n-1)\} \text{ Log } S_i^2$

In this test the test criterion of Bartlett in use is when χ^2 calculate > χ^2_{table} H_o is rejected, but when $\chi^2_{calculate} < \chi^2_{table}$ H_o accepted. But when results of the analysis showed the presence of the influence of the interaction (main effect), then continue with Tukey Test to see the effect of the interaction or simple effect (simple effect) where a superior/higher. In case of simple opposite effect then inferred the existence of interactions between the learning approach of humanistic learning approach and behavoristik against the independence of the child. That means for a child who has sometimes intrapersonal intelligence high with humanistic learning approach background have a higher independence than children who are learning approach based on behavioristik. In contrast to children who both have low sometimes intrapersonal intelligence against the background of the approach to learning behavioristik have a higher independence than children learning approach based on the humanistic.

RESULTS AND DISCUSSION

The results obtained from the study data independence, learning approaches, and intrapersonal intelligence. Data independence children grouped in groups intrapersonal intelligence and learning approaches according to the design of research A x B. Therefore, all data independence children grouped in accordance with the level or levels of each group that is intrapersonal intelligence which consists of smarts intrapersonal intelligence sometimes intrapersonal high and low, and group learning approach consists

of two groups of criteria approach to learning, i.e. the learning approach of humanistic and behavioristik learning approach

Data from the entire independence of the child in accordance with each group, calculated and analyzed are descriptive. The description of the variable data will be revealed the shape of the size of the centralization of data, among other things: (1), (2) the amount of the average (mean), (2) the middle value (median) (3) the value of which often appear (mode), (4) Byway of baku (standard deviation), variansi (5), (6) the maximum value, minimum value (7) and (8) of the range score (range). Next to the data presented in the form of histograms and frequency distribution tables are as follows:

Table 5. Description Of The Overall Data Distribution

Group	N	Range	Score Min	Score Max	Mean	Standard Deviation	Variance	Mode	Median
A_1	20	17	42	59	50,00	4,47	20,00	50,16	50,21
A_2	20	22	36	58	46,95	6,68	44,58	45,5	46,5
A_1B_1	10	11	48	59	52,80	3,61	13,07	50,5	52,5
A_1B_2	10	10	36	46	41,40	3,06	9,38	50	48,5
A_2B_1	10	10	42	52	47,20	3,43	11,73	42,78	42,5
A_2B_2	10	11	47	58	52,50	4,03	16,28	56,5	53,5

The distribution of the score based on the child's independence approaches learning behavioristik in detail can be seen in table 5 below:

Class Interval	Limit Class	Frequency			
		Absolute	Komulatif (S)	Relative (%)	Relative-Kum
42 – 45	41,5 - 45,5	3	3	15%	15%
46 – 49	45,5 - 49,5	6	9	30%	45%
50 – 53	49,5 - 53,5	7	16	35%	80%
54 – 57	53,5 - 57,5	2	18	10%	90%
58 – 61	57,5 - 61,5	2	20	10%	100%
Total		20		100%	

The independence of the data classified in four classes with interval of absolute frequency, cumulative frequency, and frequency relative. Based on the above table, can be seen the highest frequency is set on a class interval 50-50 with the absolute frequencies relative frequencies of 7 and 35%. The distribution of the data, obtained that 40% of children are based on humanistic learning approaches gained score independence around average, 15% below the average score, and 10% scored above average over independence.

The distribution of the score based on the child's independence approaches learning behavioristik in detail can be seen in table 6 below:

Class Interval	Limit Class	Frequency			
		Absolute	Komulatif (S)	Relative (%)	Relative-Kum
47 – 49	46,5 – 49,5	3	3	30%	30%
50 – 52	49,5 – 52,5	2	5	20%	50%
53 – 55	52,5 – 55,5	1	6	10%	60%
56 – 58	55,5 – 58,5	4	10	40%	100%
Score		10		100%	

The independence of the data classified in five class intervals with the absolute cumulative frequency, frequency, frequency and relative. Based on the above table, can be seen the highest frequency interval class is located at 46-50 and 41-45 with absolute frequencies relative frequencies of 5 and 25%. The distribution of the data, obtained that 30% child behavioristik learning approach and gain score independence around average, and 30% scored above average over independence.

The distribution of the score based on the child's independence approaches learning behavioristik in children who have high detail sometimes intrapersonal intelligence can be seen in Table 7 below:

Table 7. Score frequency distribution a diversity of children's Independence Approaches Humanistic Learning in children sometimes Intrapersonal Intelligence which has high.

Class Interval	Limit Class	Frequency			
		Absolute	Komulatif (S)	Relative (%)	Relative-Kum
48 – 50	47,5 – 50,5	3	3	30%	30%
51 – 53	50,5 – 53,5	3	6	30%	60%
54 – 56	53,5 – 56,5	2	8	20%	80%
57 – 59	56,5 – 59,5	2	10	20%	100%
Total		10		100%	

The independence of the data are classified in three classes with the absolute frequency interval, frequency, frequency and cumulative relative. Based on the above table, can be seen the highest frequency interval class is located at 51-53 and 48-50 with absolute frequencies relative frequencies of 3 and 30%. The distribution of the data, obtained that 20% of children that diversity of approaches humanistic learning in children who have a high gain sometimes intrapersonal intelligence score independence around average, and 40 percent scored above average over independence.

The distribution of the score based on the child's independence approaches humanistic learning in children who have low detail sometimes intrapersonal intelligence can be seen in Table 8 below:

Class Interval	Limit Class	Frequency			
		Absolute	Komulatif (S)	Relative (%)	Relative-Kum
42 – 44	41,5 – 44,5	3	3	30%	30%
45 – 47	44,5 – 47,5	2	5	20%	50%
48 – 50	47,5 – 50,5	3	8	30%	80%
51 – 53	50,5 – 53,5	2	10	20%	100%
Total		10		100%	

The independence of the data classified in four classes with interval of absolute frequency, cumulative frequency, and frequency relative. Based on the above table, can be seen the highest frequency is set on a class interval 48-50 and 42-44 with absolute frequencies relative frequencies of 3 and 30%. The distribution of the data, obtained that 30% of children that diversity of approaches humanistic learning in children who have low sometimes intrapersonal intelligence obtained a score of independence around average, 50% below the average score, and 20% scored above average over independence.

The distribution of the score based on the child's independence approaches learning behavioristik in children who have a high intelligence in detail in table 9 below:

Class Interval	Limit Class	Frequency			
		Absolute	Komulatif (S)	Relative (%)	Relative-Kum
36 - 38	35,5 – 38,5	2	2	20%	20%
39 - 41	38,5 – 41,5	2	4	20%	40%
42 - 44	41,5 – 44,5	5	9	50%	90%
45 – 47	44,5 – 47,5	1	10	10%	100%
Total		10		100%	

The independence of the data are classified in three classes with the absolute frequency interval, frequency, frequency and cumulative relative. Based on the above table, can be seen the highest frequency interval class is located at 42-44 with absolute frequencies relative frequencies of 5 and 50%. The distribution of the data, obtained that 30% of children are based on humanistic approach to learning in children who have a high gain sometimes intrapersonal intelligence score independence around average, 40% below the average score, and 10% scored above average over independence.

The distribution of the score based on the child's independence approaches learning behavioristik in children who have low intelligence in detail in table 10 below:

Class Interval	Limit Class	Frequency			
		Absolute	Komulatif (S)	Relative (%)	Relative-Kum
47 – 49	46,5 – 49,5	3	3	30%	30%
50 – 52	49,5 – 52,5	2	5	20%	50%
53 – 55	52,5 – 55,5	1	6	10%	60%
56 – 58	55,5 – 58,5	4	10	40%	100%
Total		10		100%	

The independence of the data classified in four classes with interval of absolute frequency, cumulative frequency, and frequency relative. Based on the above table, can be seen the highest frequency interval class is located at 56-58 with absolute frequencies relative frequencies of 4 and 40%. The distribution of the data, obtained 10% that a child based on the child behavioristik learning approach that has gained a high score is sometimes intrapersonal intelligence independence around average, 50% below the average score.

Prior to testing the hypothesis first conducted the examination or testing of some assumptions, namely the analysis requirements include test: test of normality distribution of population using Lilliefors. and (2) its homogeneity of variance tests by using techniques of Bartlett. Test of normality made against the child's independence from the score of each group, as in the following table

The results of calculations and tests of significance index of normality (L) overall in the table 11. the following:

Table 11: summary of test result Data Normality the children's independence

No	Group	N	L_h	$L_{(t)(0.05)}$	Description
1	A_1	20	0.09	0.19	Normal
2	A_2	20	0.12	0.19	Normal
3	A_1B_1	10	0.17	0.26	Normal
4	A_1B_2	10	0.12	0.26	Normal
5	A_2B_1	10	0.10	0.26	Normal
6	A_2B_2	10	0.14	0.26	Normal

Description:

A1 = a child Group based on humanistic learning approach
A2 = a group of children that diversity of approaches to learning behavioristik
A1B1 =A child Group and humanistic learning approach that has sometimes intrapersonal intelligence high
A1B2 = child Group based on humanistic learning approach that has low sometimes intrapersonal intelligence
A2B1 = Group learning approach to diversity of child behavioristik that have high sometimes intrapersonal intelligence
A2B2 = child Group based learning approach to behavioristik that have low sometimes intrapersonal intelligence

From the table above shows that the price of Lilliefors count (Lh) on each group smaller than price Lilliefors table (Lt), so the parametric statistical analysis can be used in the analysis of this research.

To test its homogeneity of variance in this study, researchers used a test technique of Bartlett. Its homogeneity of variance tests conducted against four groups of data i.e. A_1B_1, A_1B_2, A_2B_1, A_2B_2. Thoroughly test its homogeneity of variance calculation results are summarized in table 12.

Table 12. Summary of the results of its homogeneity of variance test of four groups

Group	S^2	Combined Variance	Price B	χ^2_h	$\chi^2_{t\,(95:3)}$	Description
A1B1	13.07	**12.61**	**39,630**	**0,707**	**7,81**	**Homogen**
A1B2	9.38					
A2B1	11.73					
A2B2	16.28					
TOTAL	**50.46**					

The table above shows that testing of its homogeneity through test Barlett retrieved h is smaller than the table on the extent the significance of 0.05. Thus it can be concluded that the sample of the research comes from a homogeneous population, so the parametric statistical analysis can be used in the analysis of the research.

Testing the hypothesis in this study was done using analysis of variance (ANAVA). The results of the calculations concerning the independence of the child are summarized in the following table:

Table 12: summary of the results of the analysis of variance Calculation.

Source Variansi	db	JK	RJK	F_{count}	F_{table}	
					0,05	0,01
Learning approach	1	93,03	93,03	7,37*	4,11	7,39
Sometimes Intrapersonal Intelligence	1	75,63	75,63	5,99*	4,11	7,39
Interaction (A x B)	1	697,22	697,22	55,27**	4,11	7,39
Errors	36	454,10	12,61			
The total number of	39	1319,98				

Discussion of research results based on the child's independence and data description of hypothesis testing on top, can be outlined as follows:

1. The first Hypothesis

In this study it was found that there is a significant distinction between a child's independence based on humanistic approach to learning and behavioristik. A child's independence based on humanistic approach to learning, higher than the child's independence and behavioristik learning approach with a score of children's independence obtained the result value of F_{count} is greater than F_{table} 7.37 = 4.11 α significance level in = 0.01 (F_{count} = 7.37 > Ft (0.05) = 4.11 meaning means that Ho was rejected. This is because in a humanistic approach to learning, the child is given the freedom to study and exploration of the appropriate interests, objectives and rules approved together, thus enabling the child to develop more independent through the circumstances that exist in the surrounding environment.

On behavioristik learning approach, children are unfamiliar with the deliberate environmental pengkodisian in daily learning based on the goals and rules that have been determined through various stimulus and the amplifier is always given, so that when a child is experiencing direct unconventional events that haven't experienced pernajh they tend to still require reinforcement from people around him. Therefore teachers and parents should pay attention to the difference of psychological development and independence of the child based on the teaching that has been received from the school along with the development of the physical, emotional, intellectual and social kid who hasn't been completely perfect as adults.

2. The second Hypothesis

The second hypothesis testing shows there is interaction between the learning approach is sometimes intrapersonal intelligence towards independence with a child with a score of children's independence obtained the result value of F_{count} = 55.27 is greater than F_{table} = α significance level at 4.11 = 0.05 (F_{count} = 6.68 > F_{table} (0.05:36) = 4.11 means that Ho denied. meaningful interaction between the approach of learning and level of intelligence sometimes intrapersonal effect on tinggi-rendahnya the independence of each child.

This suggests that teachers and parents in an effort to develop self-reliance that child should consider learning approaches that are developed for children should also be fixed considering the sometimes intrapersonal intelligence of each child. Because the development of self-reliance either with or unwittingly was strongly influenced by the approach of learning. The right learning approach for the development of self-reliance are also closely linked on the respective intelligence sometimes intrapersonal.

3. The third Hypothesis

The third hypothesis testing shows that a child's independence, diversity of humanistic learning approach and behavioristik in children who have high sometimes intrapersonal intelligence have different independence with a score of children's independence obtained results the value Q_{count} = 10.15 greater than Q_{table} = α significance level at 3.88 = 0.05 (F_{count} = F_{table} > 10.15 (0.01:18) = 3.88 meaning that Ho was rejected. A child's independence based on humanistic learning approach that has sometimes intrapersonal intelligence on high, taller than a child based on humanistic learning approach.

This result tells us that the difference in the child's independence based on humanistic learning approach better than the child that learning approach based on behavioristik, as the first hypothesis is becoming increasingly relevant, although both groups of children both have high sometimes intrapersonal intelligence.

Theoretical and empirical approaches based on that, the child of humanistic learning, will be better able to survive in the new atmosphere compared to children who are learning approach based on behavioristik in terms of his ability to be independent, though with the same level of intelligence are equally high child and humanistic learning approach retains the higher independence, compared to children who are behind the learning approach is behaviotristik.

4. The fourth Hypothesis

The fourth hypothesis testing shows that, there is no difference between a child's independence based on the approach of learning behavioristik learning approach to the humanistic and both have sometimes intrapersonal intelligence is low with a score of children's independence obtained the result value of Q_{count} =-4.72 smaller than Q_{table}l = α significance level at 3.88 = 0.05 (Q_{count} =-4.72 < Q_{table} (0.05:18) = 3.88 which means that H1 is accepted. Children who have low sometimes intrapersonal intelligence with humanistic learning approach background has the same independence compared with the diversity of behaviorists

CONCLUSSION

There is research results which declared independence of the child who has the background to humanistic learning approach are higher compared to the independence of the child who is given this behavioristic learning approaches into one new input in world education that puts more pembelajara development rights – rights of the child will be able to menstimuli their independence with the better because in principle there is an interaction between the learning approach is sometimes intrapersonal intelligence and against the independence of the child , then it should identify early sometimes intrapersonal intelligence related to each child the right learning approaches and to develop his independence.

In children who both have a high diversity of approaches sometimes intrapersonal intelligence study humanistic has a higher independence, than a child learning approach based on behavioristik. Then on to the equally high sometimes intrapersonal intelligence should have used the approach of humanistic learning, because it will show the development of self-sufficiency is higher in children than with the use of behavioristik learning approach.

Between education mengedapankan pendekekatan humanist or beharvioris approach in the process of analytical study, both of which are highly berguana to support the independence of the child. It is based on the results of this research to the effect that in children who both have low sometimes intrapersonal intelligence, independence and child learning approach to behavioristik higher than those set in the approach to learning humansitik.

In general the independence is the ability that trained and developed not simply because the talent was born, so it takes someone who is able to develop it i.e. teachers. Therefore, in developing the child's independence required of a teacher who is a professional in the field of early childhood education (OLD), which is able to understand the development of children at the preschool age.

References

Brewer Jo Ann, *Introduction to Early Childhood Education Preschool through Primary Grades*, USA: Pearson Education Inc., 2007

Bruce W Tuckman, *Conducting Education Research*, Harcount Brace, Jovanorich: New York, 1972

Conny R. Semiawan, *Belajar dan Pembelajaran Prasekolah dan Sekolah Dasar,* Jakarta: Indeks, 2008

Conny R. Semiawan, *Catatan Kecil tentang Penelitian dan Pengembangan Ilmu Pengetahuan*, Jakarta: Kencana, 2007

Consuelo G. Sevilla dkk, *Pengantar Metode* Penelitian, Jakarta: UI Press, 1993

Depdiknas, *Undang-undang RI No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*, Jakarta,1997

Djaali dan Pudji Mulyono, *Pengukuran dalam Pendidikan*, Jakarta: Gramedia Widiasarana Indonesia, 2008

Emzir, *Metodologi Penelitian Pendidikan Kuantitatif dan Kualitatif*, Jakarta: PT. Raja Grafindo Persada, 2009

Hamzah B. Uno. *Orientasi Baru dalam Psikoogi Pembelajaran*, Jakarta: CV. Bumi Aksara, 2006

Inggridwati Kurnia, dkk, *Perkembangan Belajar Peserta Didik* (Jakarta: Direktorat Jenderal Pendidikan Tinggi Departemen Pendidikan Nasional, 2007

Margaret E. Bell Gredler., *Belajar dan Membelajarkan,* diterjemahkan oleh Munandir, Jakarta: CV. Rajawali, 1991

Nana Sudjana dan Ibrahim, *Penelitian dan Penilaian Pendidikan*, Jakarta: Sinar Baru Algensindo, 1996

Nana Sudjana, *Metoda Statistika*, Bandung: Tarisito, 1996

Nusantaraku, *9 Berita Memprihantinkan 2009: Pemerkosaan, Foto Bugil, dan Pelanggaran Hak Anak*, http:// Nusantaranews.wordpress.com, 6 Februari 2009

Sutrisno Hadi, *Statistik 2*, Yogyakarta: Andi Offset, 1992

Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan* , Jakarta: Bumi Aksara, 1996

Santosa Murwani, *Statistik Terapan*, Jakarta PPs UNJ, 1999

SUPPLY SIDE MAPPING AND ANALYSIS BASED DIMENSIONAL QUANTITY, QUALITY, LOCATION, AND TIME IN DENPASAR

Harti Kartini; Sri Estu Winahyu; Lilik Bintartik
State University of Malang
Email: hartik_ksdp_um@yahoo.co.id

Abstrak: Synchronization of education and job market is a comprehensive effort to synchronize the national education with the needs of work force. It is necessary information about the world of education as a supplier of labor and business user. This study aimed to obtain data on the map supply is able to demonstrate a sufficient supply status at three levels, namely LKP, SMK and undergraduate. This study used a quantitative approach with descriptive exploratory survey. The survey was conducted for 1588 graduate respondents consisted of 355 from LKP, 609 from SMK, and 624 from university in Denpasar. Data collected by direct contact via phone, email, social media, questionnaires and face-to-face with respondents. The collected data were descriptive analyzed. Besides analyzing the adequacy of supply by calculating Alignment index (Ai). The results showed that the number of alumni from LKP 72% work, 19% self-employed; SMK 52% work, 8% self-employed; University 84% of work, and 5% entrepreneurship. Most (95%) SMK graduates, 83% University, and 76% LKP works at the level of the operator. From the time dimension is found that 79% of University graduates got the first job less than 3 months, LKP 75%, and 69% vocational school. Dimensional location of 63% of SMK graduates, 83% of alumni LKP, and 34% of University graduates derived from Denpasar. AI calculation results LKP total of 1.00; SMK 0.86; and University 0.93 means that the finding suggests that the degree of alignment between education and the business world is very high or in the good category. This means that the educational institution as a labor supply has met the needs of the city of Denpasar and surrounding communities.

Keywords: alignment index, supply side, synchronization, work, denpasar

Unemployment is one of the causes of the poverty problem in Indonesia and needs to be addressed immediately. Sandy, et al, (2011) stated that the high unemployment rate one of them caused by misalignment between the output produced by the educational institutions (supply side) with the needs of the job market (demand side). Related to the issue the government has sought to launch a Master Plan for the Acceleration and Expansion of Indonesian Economic Development (MP3EI). MP3EI launch is expected in the future will be able to reduce poverty and unemployment, so in the end, the people's welfare will continue to increase. Because it is the spirit that carried in the master plan MP3EI this is not business as usual, but is intended to promote the establishment of high economic growth, balanced, equitable, and sustainable (Presidential Regulation No.32, 2011).

Based MP3EI, Denpasar is a city in the province of Bali which has excellent potential in the field of tourism. The tourism sector is one of the triggers in local and regional economic activity. Is this potential that must be addressed by the educational institutions to prepare the human resources (HR) in accordance with the needs of the job market.

Referring to the above conditions necessary preparation work force in tune with the needs of the job market. This is stated Sukemi (2011) that through the alignment program is expected to graduate from educational institutions can be accommodated in business and industry. In addition it is explained that the openness of business and industry will assist educational institutions in the fulfillment of the requirements. The opinion confirms that education has a strong contribution to the energy needs of the business world. Therefore, in designing the educational program should refer to the competencies

required by the labor. As expressed by (Sandy, et al., 2011) lack the skills that are needed labor of graduates of formal education resulted in low levels of absorption of graduates in the job market, resulting in a gap between the supply side (education) and the demand side (the job market).

Alignment of education with the job market is a comprehensive attempt to synchronize national education with the needs of the job market. It is necessary for accurate information about the educational institutions as a supplier of labor and business and industry as a user. With the availability of data may be analyzed as well as the mapping of supply and demand for labor.

Various programs of formal, non-formal, and informal have been held so far with the quality and quantity continue to be improved to be able to produce human resources that are reliable. In the Strategic Plan 2010-2014 Ministry of National Education (MONE, 2010) disclosed that describes the educational attainment general conditions in the period 2005-2009. The development of education in Indonesia continued to progress from previous years. This is evident from the increasing educational attainment is one indicator that the Gross Enrolment Ratio (GER). During the period of 2004-2009 increased APK value for each education level of 37.87% (ECD), 20.66% (SD/MI/Package A), 18:42% (SMP/MTs/equivalent), 39.16% (SMA/SMK/equivalent) and 3.88% (PT and equal).

This mapping study is a continuation of previous studies conducted nationally by several universities in several regions, including (Kartini, et al., 2010/2011) mapping and analysis of supply side at SMK in Malang, it was found that the need to increase the field of competence appropriate modern agricultural science and technology development, manufacture, and a variety of animal husbandry productive. Subsequently (Kartini, et al, 2011/2012) has been carrying out a mapping of the demand side in the city of Surabaya on 30 companies engaged in the trade of industrial sectors (sub-sectors of the printing and media advertising as well as restaurants) and processing industry (sub sector miscellaneous business). The findings of the study include the quality of the labor in terms of competencies and skills are not satisfactory, because they are not skilled to use machinery companies. Mental attitude needs to be improved, workers from outside the city considered more have perseverance in work.

This mapping study aimed to obtain data on the binder supply is able to demonstrate a sufficient supply status at three levels items, namely LKP, vocational and undergraduate. The purpose spesific are sufficiency educational job market's supply and demand analysis; enhancement align the educational strategy for the job market's demand; the design of mechanisms and instruments for mapping and map updating the data in the coming period dimensions of quality, quantity, location, and time.

METHOD

This study uses a quantitative approach to the design in the form of descriptive exploratory survey. The survey was conducted in the city of Denpasar. Population of this study is three levels totaling 163 education institutions consists of: 32 vocational, 30 universities and 101 Courses and Training Institutes (LKP). This study was conducted in July-December 2012. The research sample set nonproporsional stratified random sampling as many as 35 institutions, namely: the alumni of 12 vocational, 10 university (PT), and 13 LKP.

Refer to the theme of the development of economic corridors for Bali and Nusa Tenggara, namely "Gateway tourism and supporting national food", it is determined the type of competence alumni who support the fulfillment of these objectives, namely: tourism groups, management, cosmetology, health, computer, and language.

Data was collected in various ways: direct contact via e-mail, face book, phone, and face-to-face with respondents. Tracer study of data collected from various educational institutions in Denpasar, then inputted, laid out, sorted, and analyzed. Data were analyzed quantitatively (tabulations, diagrams) and qualitative (descriptive). Quantitative data were analyzed further by the model of Alignment Index (AI) for each level of education. Shooting results of AI is based on the level of education (vocational, University, LKP), areas of competency skills, the graduate's year. Alignment Index is an index that measures the performance of alignment has been achieved between the educational institutions with the job market. This model was designed and developed by Khairunnisak (2010) and Sandy et al (2011). Alignment Index calculated in this study for graduates coming from graduates of previous formal education. In other words, the index represents the value of harmony between work and pure skill gained from recent education graduates. The formula is used as follows.

$$AI = \frac{\text{the number of graduates work \& self-employment}}{\text{the number of graduates labor force}} \quad (1)$$

AI on the study calculated based on three levels of performance, namely competence alignment of labor, time, and location of the workplace. Therefore, the above formula can be developed into the following formula.

$$AI_{ijk}^{t} = \frac{\sum_{a=1}^{n} W_{p,c,l}^{t}}{\sum_{a=1}^{n} EA_{i}^{t}} \ldots\ldots\ldots (2)$$

AI^{t}_{ijk} = AI measured at quarterly to-i since graduation year-t for areas of expertise j - level performance measurement keselasaran - k

$W^{t}_{p,c,l,}$ = Graduates who graduated in the year - t who work in year 1 with the appropriate level performance measurement alignment

EA^{t}_{i} = Graduates who graduated in the year to - t and into the workforce in the 1st

i = i-th quarter since graduation (i = 1, 2, 3, ...)

j = area of expertise

k = level measurement location AI (k = 1, 2, 3, ...)

a = program existing expertise in the area of expertise – j

n = number of program expertise in areas of expertise – j

p = period starts working its level -i (p = 1, 2, 3, ...)

c = competence is appropriate or not (c = 1 or 0)

l = location of the workplace in accordance with the level - k (l = 1, 2, 3, ...)

To simplify the process of analysis, calculation of Alignment Index (AI) can be done with the following steps.

Calculation AI to levels of expertise (competence) specified for the year 2009, 2010, and 2011. Calculation AI to level the site of work for 2009, 2010, and 2011. Calculation of waiting time AI to levels of employment for the years 2009, 2010, and 2011.

Value is in the range of $0 \leq AI \leq 1$. The value of AI is said to be better if the value is closer to 1. AI value close to 1 indicates that a high level of alignment performance that showed high uptake suitability of graduates in the job market.

RESULTS AND DISCUSSION

Data collected in 1588 amounted to respondents, consisting of 609 graduates of the vocational school, 355 graduates and 624 alumni LKP. Judging from the number of educational institutions were used as the data source, the SMK, Universities and LKP almost balanced. But when seen from the number of respondents, the alumni LKP capable traced at least in number, because the LKP is an educational institution that is used as a support skill that has been owned of vocational and higher education.

From the overall data after classified the answers from each respondent obtained a description that the general character of the respondents have in common. It is supported by the fact that the alumni of SMK, universities, and LKP found in choosing majors majority reasoned because the department chooses a popular and easy to use is predicted to get a job.

Special characters can be seen based on the profile of each institution. Each institution has different majors graduates and between one another. For vocational institutions owned majors including catering, hospitality and tourism, while at colleges midwifery, administration and information technology. Majors owned LKP slightly different when compared with the majors at vocational or university. At LKP owned majors generally focused on the kinds of practical skills, for example makeup, computer engineering and engineering SPA.

Results of the analysis of the data shows that of the overall data totaling 1588 respondents in terms of sex between men and women is almost equal, ie 764 male respondents and 825 female respondents. Judging from the initiative in selecting educational institutions the majority of states on their own, whereas the reason for choosing majors mostly found his chosen majors is considered popular. The reason for choosing vocational respondents, 80% said it wanted to be able to get to work. From the findings of the above data shows that employment is the main hope someone in education.

Based on the analysis of the data obtained by the finding that the alumni between vocational, LKP, and universities there is little difference in terms of taking the decision to work. Among vocational graduates who decide to work and go back to college after graduating almost balanced, 39% decided to college and 53% work. This is slightly different from the expectations conveyed in choosing a vocational school graduates as much as 81% want to work right away, but it turned out after graduation most want to go to college with the reasons parents are still willing to pay for. LKP for 77% of graduates work and to universities by 89% of graduates work. This type of work of most of the graduates there are in the services sector was the department of human resources. Study their job as an operator and a small portion of graduates occupying found in graduate LKP Director.

Judging from the correspondence between areas of work by field of expertise shows that more than half the states have been appropriate. Diploma role in getting a job is very large as well as on the skills possessed to obtain employment.

The waiting time of graduates in obtaining employment more than half of the respondents had a waiting time of less than 3 months after graduation. LKP graduates in obtaining employment and colleges that have a wait time of less than 3 months the amount is greater than the graduates of vocational, ie 75%. Only a small proportion have waiting times of more than 1 year. Judging from the city where more than half of the respondents worked in Denpasar and states are still working on the first place to get a job.

Respondents in education is almost entirely (95%) stated are supported by their parents, only a small portion that received funding from a scholarship or help relatives. Judging from the educational background of parents, almost 75% of high school educational background.

AI calculations for graduates LKP, vocational, and PT obtained the results as shown in the figure below.

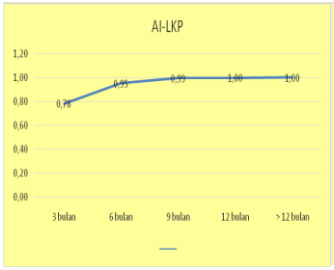


Figure 1. AI for LKP

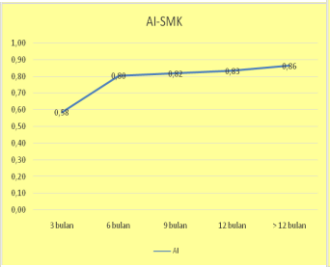


Figure 2. AI for SMK

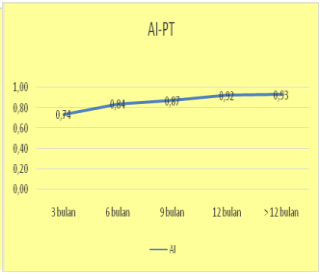


Figure 3. AI for PT

Referring to the third figure above shows that from the calculations, the AI LKP close to 1.00, means until a waiting period of one year almost all graduates LKP can be absorbed in the job market. For vocational graduates obtained by the AI of 0.86. That is until absorbed in the workforce reached 86%. While AI higher education 0.93. This means that graduates are absorbed in the workforce reached 93% for the waiting time up to 1 year. Based on the above findings it can be said that the absorption labor in general from the three levels of education is very high or relatively good category. Thus it can be said that the existence of the institution as a supplier of labor has been able to meet the manpower needs in the area of Denpasar.

CONCLUSIONS AND SUGGESTIONS

Based on the findings and analysis of data can be concluded that in terms of the quality of existing educational institutions in Denpasar have been able to meet the needs of the job market. It is based on a relatively short waiting time, the degree of correspondence between the skills possessed by the job and the number of graduates who have worked after graduation. In terms of the number of graduates between the sex male and female balanced. The existence of education has been meeting the needs of the employee in Denpasar. Alumni tracked among the graduates of 2009, 2010 and 2011 are not the same, the highest number of respondents came from the alumni in 2011, while the smallest number of graduates in 2009. This is because the whole educational institutions do not yet have a complete database of graduates.

Referring to the above conclusion, it is suggested that educational institutions where graduates to complete data alignment between Dudi and labor requirements can be done better.

Refferensi

http://bankdata.denpasarkota.go.id accessed 20 April 2012.

http://www.indonesia-investments.com/projects/government-development-plans/masterplan-for-acceleration-and-expansion-of-indonesias-economic.

Kartini, H., Supriono, Winahyu,S.E., 2010/2011. *Mapping and Analysis Program Implementation Regional Supply Side Malang*. Research Report is not published. Malang: LPM UM.

Kartini, H., Winahyu, S.E., Bintartik, L., Setiawati, T., Suharjo. 2011/2012. *Program implementation of mapping and analysis in the Demand Side Dimension Quality, Quantity, Location, and Time Region Surabaya*. Research Report is not published. Malang: LPM UM.

Kemdiknas. 2010. *Alignment of the Education Institutions and the Job Market*. Jakarta: Kemdiknas.

Kemdiknas. 2010. *National Education Strategic Plan 2010-2014*. (online), http://scribd.com/doc/383887, accessed 20 April 2012 .

Khoirunnisa , A.W. 2010. *Design of Performance Measurement Model Alignment with Education Institutions of Vocational Education* (Case Study: SMA 5 Surabaya). Final project report. Abaya: Department of Industrial Engineering ITS.

Presidential Regulation No. 32 Year 2011 on the Master Plan for the Acceleration and Expansion of Indonesian Economic Development from 2011 to 2025. Jakarta: Indonesia Deputy Cabinet Secretariat for Economic Affairs.

Sukemi. 2011. *MP3EI and Program Alignment of Education*. https: // suaraguru. wordpress.com/ 2011/06/09/MP3EI - and - program - alignment – education.

Sandy H.P., Anityasari, M., Partiwi S.G. 2011. *Perancangan Model Alignment between Performance Measurement of Non-formal Education (Institute Course) With the Job Market Through Alignment Index (Ai)* (Case Study: City of Surabaya).

MEANING OF YOGA LEARNING THROUGH TRAVEL

I Wayan Suyanta
Postgraduate Student at State University of Malang
Email: suyanta.kaler@gmail.com

The last few decades in the world occur enthusiasm of people to travel and make learning yoga from one place to another. The popularity of yoga practice is the case both in the Western world, or in the East. A series of esoteric activities in the East is no longer carried out in secret. By looking at the man in this modern era, surrounded by anxiety, fragility in terms of finding independence. So those looking for a new experience as phase transformations on the discovery of personal identity. In harmony with this, the objectives to be achieved through this research is to find the meaning of yoga learning pursued through the tour. This studied use the theory of existential phenomenology to analyze the mean of learning, and the theory andragogi to analyze learning needs of travelers. The research method is done through phenomenology. And in fact people require the construction of the meaning of life through the tour. This is to be able to search for self integrity and spiritual life.

Keywords: yoga learning, existential phenomenology, nonformal education model, andragogy

A fascinating phenomenon occurred in the identification of learning needs and interests of the community, especially the tourists who come to southeast Asia. Some research evidence to write tourism development with the aim of learning yoga. Davies (2013) states its conclusions "in the last decade there is a tendency and the explosive popularity of yoga practice better than in the Western world, or in the East. A series of esoteric activities in the East is no longer done in secret ". Fonseca & Mehta, (2012) states that "millions of people head towards Asia every to have (beside the traveling experience) an encounter with eastern Philosophies and practices roomates Allows for self-healing, self-dicovery and self-empowerment. Among alternative medicine systems, therapies, and many other technical systems (including massage, martial arts dance, etc) one of the fomous and inspiring subject that Attract people to Asia is Yoga ". Asia is the world tourism destinations, there are activities that attract tourists enthusiasm among natural scenery, culture, art and others. This enthusiasm is supported also by tourists visiting another destination located in Asia, that is yoga activity.

Referring to the research Holladay and Ponder (2012) there 'identification of themselves through yoga, travel, and relationships spirit' states "the identification is done by the practice of yoga and travel. Proven research in lake district England, tourists migrate to seek assurance or immortality in his identification. On the lake distric declared that men modern era covered by any confusion or uncertainty in case he seeks independence. So those looking for an authentic experience as a means of revitalizing a part of personal identity or authenticity of the existential".

The development of new forms of non-formal education needs to be studied and analyzed in a comprehensive theoretical and which may be useful in the development of human knowledge. New forms of non-formal education such as the above, is the need to learn yoga that can conduct human understanding of the transformation in him. In the diffusion of culture, knowledge, many brought by foreign tourists (America and Europe), where the climate and atmosphere of learning in Indonesia is very suitable to the development of learning yoga. The climate and atmosphere of the noise in question is not

the case in the cities, even in the countryside which is still very much found in Indonesia. Through the individual tourist trips digging depth of himself to get a better insight.

Educational yoga practice performed by oral tradition (oral lore). The findings (Davies, 2013) states "practices of the community reflects the self-reflection, and the methodology is done through reflection autoetnografi" Looking at the system used in the tradition of learning yoga, strongly associated with UU No 56 Tahun 2014 tentang Pendidikan Keagamaan Hindu Bab III *Pasraman* Nonformal Article 21 paragraph 1 states "was held in the form of Pasraman Nonformal; *Pesantian, Sad Dharma, Padepokan, Aguron-guron, Parampara, Guru Kula*, and similar forms". The practice of nonformal education system implemented initially only with oral system (Upanishads or *Guru parampara*). Suamba (2003) mentions "the Upanishads or *Guru parampara* is a learning system that teachers and students were sitting close together, and the students continue to study at the home of the teacher to be more easily understood, and in a long time". The learning process in this tradition not only in some time, but it could be years. Knowledge of verbal interaction (oral lore) that occurs with high intensity, because the relationship between teachers and students is very close.

The word Yoga is derived from Sanskrit, is derived from the word 'yuj' means to unite, (Suamba, 2003). Other views "Yoga is a form of self-discipline that promotes spiritual enlightenment and finally Samadi, an end point where the yoga journey is stalled and energy consciousness fully geared to space object of attention", (Kamajaya, 1998). Yoga is a connection, association or union of the individual soul He is the Almighty, the Absolute and Infinite (Saraswati, Without Year: 1). Clearly explicable yoga is a process for controlling the mind object and the natural tendency of the mind, the process to set up all the thoughts and anxiety, as well as the process of unification between consciousness units (self) and cosmic consciousness (God).

Detailed yoga teaching methods implemented in India, known as the eight principles called Astangga Yoga. Among: "Yama (control), Nyama (rules), Asana (postures), Pranayama (breathing exercises), Prathyahara (withdraw all indriya into), Dharana (has decided to concentrate with God), Dhyana (started meditating and contemplating themselves as well as the name of the Lord), and Samadhi (been closer, fused or perfect solitude or realize themselves), (Suamba, 2003). This knowledge authentically elaborated on the Yoga Sutras of Patanjali. Reflecting the different stages of learning to live in human beings.

Through the course of his tour of the individuals seeking to get a new enlightenment. The efforts of this new experience to fill the void that exists within him. So that became the focus of this study is whether the meaning of learning yoga through travel? This study is limited by the initial early observation which is about three months.

The benefits of this research is based on three benefits, namely (1) for the individual and the general public, can be used as descriptions, information, and referral to manage self-awareness physical and mental spiritual especially with regard to learning yoga. (2) The second benefit is the non-formal education observers continue more intensive and mobility in lifelong learning. While the benefits (3) viewed from the tourism aspect of this study is expected to marry the potential of tourism and learning of yoga.

Theory

In harmony with what we know of human action can be; trying to be understood and interpreted (interpretative understanding) social action and social interrelationships to explain the causal relationship. Among others to understand; contained two concepts, first described the concept of social action in terms of "meaningful action and meaning". The second is the concept of interpretation and understanding. The second concept is related to a method to describe the first draft. This paradigm can often be found in the social definition paradigm, Ritzer (2004).

Furthermore, it can be explained to continue the relationship towards philosophy is mainly contained in existentialism. Existentialism, Magee (2008: 208) is defined as the attempt to philosophize things from the perspective of the perpetrators, compared to the traditional way, ie from the angle of its researchers. Existentialism give attention to the problems of modern human life. Existentialism emphasizes the theme of personal existence compared to human existence in general, the impossibility of life and questions of meaning and guarantee human freedom, choice and volition, personal isolation, anxiety, excessive fear and death.

Kierkegaard refers to the idea that man can find the true meaning of life when he connects himself with something that is not limited and contemplate his life to do that, although she has limited for doing so, Magee (2008). Because at that moment of existential crisis, Kierkegaard philosophy goal is to answer the question "how do I become an individual?". Kiergaard find answers to these questions, the man (I) could be authentic if the individual who has a passion, involvement and personal commitment in life.

At another point Kierkegaard explains human existence is not something static but always be, people are always moving on to the possibility of a reality, of aspiration towards reality of life today. So there should be emphasized the courage of the man to realize what he aspired or what he considered the possibilities. This theory is merely observing the behavior and insight of individuals who do excursions. Especially in Bali. Visible enthusiasm increased from year to year.

Investigate the behavior of non-formal learning theory outlined utilized Malcolm Knowles (1980) states in developing adult education, the need for the characteristics of learners and can be assumed to be four basic assumptions. (1) The self-concept (concept of learner) (2) The role of experience (3) readiness to learn (readiness to learn) (4) learning orientation.

Furthermore, to investigate the treasures of study. Harris and Thoms investigated in research (2008) at Pacific University with the title “The efficacy of yoga on improving quality of life in older adults. Based on limited evidence but supports a mix of quality, cost analysis or benefit, and clinical expertise, we believe yoga is beneficial to improve the quality of life in older adults. Yoga has the potential to minimize the effects of the factors that negatively affect the quality of life, such as pain, depression, anxiety, and disturbed sleep. There is no enough research to conclude whether yoga is more effective than Tai Chi or resistance training at improving the quality of life. Based on our literature review, we recommend yoga for clinical older patients as a safe and effective way to maintain and improve their physical well-being, both as an adjunct to therapy or in furtherance of a fitness program after the exit of physical therapy.

Assessing travel, a case in Finland, by Konu (2009), entitled Roles of Motivation Factors in Predicting Tourists' Intentions to Make Wellbeing Holidays - A Finnish Case. Seen that Self-development, Health and physical activity, Relaxation and escape, as something significant effect on a sightseeing trip. The aim of the study was to identify different motivational factors of potential tourists and to Determine Whether and what type of relationship exists Among the motivation factors and intention to make a wellbeing holiday. Results of the study support the hypothesis H1, H2 and H3 by showing that motivation Reviews These factors have a positive effect to the intention to make a trip wellbeing. However, there were no supports for hypothesis H4, H5, H6 and H7. In addition, results show that Nature has a significant negative influence to intention to make a trip wellbeing. Results show that motivation factors Health and physical activity, self development, and Relaxation and escape have positive influence to intention to make a trip wellbeing. The results provide information for assessing wellbeing tourism demand and management. It is important that wellbeing tourism businesses and service providers understand the motivations of the target Reviews their markets and then design Reviews their product and service offerings in harmony with the motivations.

Seen from these two theories, to be able to dissect the meaning of learning yoga through the travel. Existential phenomenological theory is useful to investigate individuals digging depth knowledge of yoga itself. Existential search for depth herself how I became "exist" in the world and could run yoga activities. While trying to answer andragogi adult learning, a concept which is run by the tourists. And learn techniques that are run to meet the needs of adults learning.

RESEARCH METHODOLOGY

Moedzakir (2007) types of qualitative research, is a research approach that is held in a natural setting, portray investigators as collecting data and information, using inductive analysis, and focuses on the meaning according partisipant viewpoint. Qualitative research can examine research with a variety of techniques, and field data from various sources. The data selection could be of words, information can a picture, can also use the narrative pattern. Natural setting needs to be there in this type of qualitative research, because with it, the will of the data description for the original context in the field.

The focus of phenomenological inquiry is what people experience in regard to some phenomenon or other and how they interpret Reviews those experiences. A phenomenological research study is a study that attempts to understand people's perceptions, perspectives and understandings of a particular situation (or phenomenon). Furthermore, this study using phenomenological method to explore the data to the informant.

To search for data in the field, collected using criteria of informants, (1) Foreign nationals who live in Ubud, Bali more than one year and attend a yoga and spiritual classes. (2) Foreign nationals who come to Ubud, Bali with the intention of Practising yoga at least two times during a short term stay. (3) Foreign nationals who have had training in and experience with physical and spiritual yoga yoga. (4) Foreign nationals who are beginning teachers of physical or spiritual yoga yoga. The shape of the phenomenology of data can be carried out on 10 participants, with consideration of the

results can be specifik. Self-reflection is added and description of experience in the research context. And to complete the study used 7 informants who can provide a description of the problem. The 7 informant (Estee, Helene, Gypsi, Andrea, Michael, Marie-Laurie, Agnes).

DISCUSSION

Through travel, individuals can find a few things to hold onto in life. And add new experiences and knowledge also be increased. The tourists by immediately dissolving itself in yoga classes, to more deeply know what benefits are obtained.

Meaning of Yoga Learning

In the early observations of this study, the majority of informants mentioned actions in learning yoga, can make life meaningful flexible. Stiffness only makes each drop between one individual from each other. Flexible needed in physical and mental state, causing the man to move freely. If the body is not flexible, be heavy, even blood flow is not moving smoothly.

Reflection 1 (flexible)

Asana can affect the body's balance system, and the nervous system (mental health, focus and concentration). And this can make the body and mental being flexible. Agnes claimed her life may be more pronounced flexible under any circumstances. Usually I became restless, to the needs of the family, the need of career, the need for a husband. By learning yoga, I became more flexible to recognize my life.

The second reflection is pranayama yoga is one if the breath, which can clear the airways. Through the pores of the skin and breathing through the nose can stream with excellent filtration. For the health impact, tourists also chose a natural place, far from the state of pollution.

Reflection 2 (breath)

Can reduce the emotion, fear, anger. Andrea say, no one else who knows the depth of a person, other than himself. By knowing the inner self needs and breath continuing to learn self-healing. Helene also said to eliminate fear and anxiety, she continues to perform self-healing with pranayama or breathing.

Analysis of yoga mades exciting to continue learning. Breathing is the main activity of living beings. By making the airways become better, process, learning the right track to make individuals more courage to face the future. Quite surprising why breathing can make the reduction of fear, anxiety and emotions. This can be explained with a quiet breathing human being could think calm, and peace emotions, so that individuals can act rightly in life. By soft and long breathing, flowing around the energy of the universe inward, so that tourists can become addicted to do so for their life.

In general, the tourists traveling always wanted to get the freshness of the routine. Leiper (1995) Pitana (2005) clearly states "tourists can be defined in behavioral terms as persons who travel away from their normal residential region for a temporary period of at least one night, to the extent that Reviews their behavior Involves as search for leisure experiences from interactions with features or characteristics of places they choose to visit ". Moreover, it can be explained that tourism is also an object of study by the traveler who uses his time, knowing something new in the target area. Jafari (1977)

Pitana (2005) explains that the tourism academically as human action that traveled; "The study of man away from his usual habitat, of the industry the which responds to his needs, and the impacts that both he and the industry have on the host's sociocultural, economic and physical environments". To explain this, reflection 3 shows that the program is intended to place for healing and terapy.

Reflection 3 (healing and therapy)

Informants had worked in the field of tourism and industries that make stress but not anymore. Healing can cope with constant learning. Teaches about how to nourish themselves through therapy and movements. According to Michael, the movement sought to organs always work in humans. Movement in this activity, addressed to the kidney, which is located in the abdomen below the left and right. As the name implies yoga therapy is used to add smooth working of these organs. Movement begins with stretching-stretching that lead to kidney organ. Knees, then bowed his head as the relaxation of the back and spine. Then extended to the rear legs, hands touching the floor, the body is raised. Then sigh lowered body, the head and chest organs in the chest is raised so that there is smooth running of breath. Continue to be done repeatedly, and obviously can be practiced at home. Relaxation on the part of the foot is stretched out left leg forward and right leg back. For beginners existing muscle to be very sore knee. Exercise start with little using cork city (to help with hand so that the body does not fall to the floor, and also does not hurt). Which is felt of this movement is indeed in the lower abdomen, and kidneys. This synchronization is directing the movements of the kidney, the kidney for better facilities.

In general it can be analyzed learning program is healing and yoga therapy for physically and mentally healthy tourists. Organs can be run with good digestion. Clearly can help tourists adopt learning to value the quality of life in this world. The entire healing and yoga therapy programs help to expedite the physical and metaphysical in the body.

Restorative dictionary can be interpreted as strengthening or healing or refreshing. In essence movements on this program, participants are invited to feel the refreshment by and for itself. And then how he himself can heal itself.

Reflective 4 (restorative)

At poses program restorative learning that be demonstrated by instructor is how for example to sleep on her back, under the back contains bolster pillow, feet pressed together and feet met, Gypsy (2015) explain the purpose of this motion is to breath in the chest can flow relief. The breath flowing into the lungs drain well. In the respiratory form of the first example of how the breath in through your nose and out of breath through the mouth, enter through the mouth and out of the nose, and so did so on. The purpose of this breathing process of breath in order to be a good way on the side theroid (glands in the throat can function optimally). Continued movement for example by lying down and bolster pillows in addition to the program participants. Right foot raised on a pillow on the body to the left. While the left leg straight. Right arm and left arm straight, and so anything with a straight arm and right hand to the right side. So that the chest and head facing upwards, so that the chest breathing runs perfectly. Lastly restorative program ends with a sense of whether the changes themselves during the course of the program, changes that could strengthen itself, or which can be refreshing.

Findings reflection 4, almost similar to the way or method of healing. How to learn a traveler through restorative program, can bridge the body, mind, and spirit that exist in every individual. Restorative is a way of healing preventive facing individuals. Through this yoga movement; body, mind and spirit can be healthy. Learning of yoga also be a reference to the way of healing glands, skin, flesh, veins, bone, marrow. On this self learning, are how individuals should make the process and healing action itself.

Findings on reflection 5, advocating respect for the sources of universe. Kiegaard question "how do I become an individual?" Is answered by this reflection. Rotation of inner energy, is closely related to the velocity of the energy in the universe.

Reflection 5 (natural energy)

Estee, describes Intro to Yoga, Yin Yoga, Gentle Yoga. She said that the yoga was attracted to the turnaround energy in her. Because energy is so affected her that she is interested in the turnaround energy and the elements that influence in her life. Became interested in the turnaround energy learnings of yoga.

Can be analyzed, that travelers who learn yoga through travel, find oneself between the micro cosmos (Self) and macro cosmos (Universe). In the body requires an turnaround of energy, both fluids, nutrients, minerals and others. And this rotation causes the imbalance in the body's needs. Someone who can tell him (people) will apply properly to the environment. On Yin Yoga learning or Gentle Yoga makes rotation or quality of energy becomes more stable. Shows how the attitude of tourists to the quality of the behavior itself. Without ever harming others, even help individuals in terms of the energy turnaround.

Further study found the meaning of yoga, through your tour is the meaning of posture. It was found that the understanding of oneself becomes closer. Existentially, closer personally to know himself.

Reflective 6 (posture / asana)

How is yoga help your life? Helene Krainer count that yoga could be a health became better. Every day she could tell her body (to the inside) and a different course every day. State what is required by the body. When Helene in a state of stress for example in the work, she is considering and doing asanas that can help her out of confusion or find a way out the other. In essence, yoga can help the whole of her life.

On the meaning of gestures, there are interpretations of knowledge required by the body itself. By learning yoga makes the body fresh. Knowledge needs of the body can be seen. Nervous tension may be diluted by the process of yoga. One with asana (posture). Movement bending (yoga therapy, yin yoga, gentle yoga, or rapid movements (hatha yoga, power yoga) on learning yoga helped body cultivation. Especially be the freshness back. To live a learning yoga, the tourists have set up tools body flexibility, even yoga provided by the institution. In a demonstration to learn yoga, posture assisted with various tools. Provided rope, a few boxes, pillows, blankets, mattress.

Andragogy Learning Technique

Techniques learned a significant discussion on non-formal learning. Associated with travel, tourists are likely to see and understand the experience of its instructors through the promotion delivered, through the mass media. Learning techniques used in the various classes including yoga no demonstration techniques, practical learning techniques,

brainstorming, field schools, and others. In accordance with the "Experiential Learning Cycle" or the process of learning from experience. At least as the adult learning process, the role of participant and strongly supports the participation of individuals gaining knowledge enhancements. So this led to tourists tend to repeat learning, even want to add to the deepening of knowledge. And tourists want a practice that can be applied in the area of origin. The method used can be varied, to suit individual requirements.

Here are a reflection of informants, the instructors use the technique demonstration shows the movements of very large supporting learning.

Demonstration Technique

Conditions demonstration of the technique depends on the teacher, whether sympathetic or empathetic teacher against to student. Because according to Helene if the teacher is too hard, it will make students reluctant to learn more. If the teacher empathy and sympathetic to the circumstances of learners will make learning more. State condition also affects the learning yoga. Whether it is familiar or not. For example, in Canada it is suitable her do yoga lesson, somewhat different from the country Austria. And also in Bali. Body condition requiring different yoga techniques. When the body is in good shape, the state needs to do more routine movement for example power yoga. Movement strenuous enough power yoga are very energetic and able to sweat a lot. For example, require a person comfortable circumstances require different types of yoga and posture asana and pranayama, which means setting the breath subtle and profound.

Background of this reflection, demonstration of techniques to support learning. The role of the instructor was great to learners. Leisure learners, will be felt when the attitude of sympathetic instructor in processing yoga movements. Flexible or relaxation, and even the imposition of yoga on the learners will make learning becomes uncomfortable. So that the instructor must also understand the psychology of the participants. And a demonstration of learning technique allows tourists on the tropic region has a different technique with no tropic region. Region or place conditions greatly affect the activity of yoga. These conditions add to the different areas require different learning techniques, although the posture or to the same movement.

Practice Technique

On the findings of adult learning, has a different concept with kids. Maturity in adult learning becomes absolute. While learning the technique used is the technique practice. The tourists must often learn to practice yoga. Not only one day, it could be many years.

CONCLUSION

Meaning of yoga learning through a travel is to be able to search for self integrity and spiritual life. To meet it, then to the meaning of learning yoga, the tourists find various reflections in his life. Among them; (1) Flexible, the majority of informants mentioned actions in learning yoga, can make life meaningful flexible. Stiffness only makes each drop between one individual from each other. Flexible needed in physical and mental state, causing the man to move freely. Body and soul are not flexible, will not find integrity and good spiritual life. (2) Breathing, Pranayama is one of the yoga movement if the breath, which can clear the airways. Through breathing spiritual life grow better. (3) healing and yoga therapy, learning programs for the physically and mentally healthy tourists. Digestive organs and can run good. Clearly can help tourists learning to adopt

quality or integrity of life. (4) Restorative, a way of healing preventive facing individuals. Through this yoga; body, mind and spirit can be healthy. Learning yoga can also be a reference to the way of healing glands, skin, flesh, veins, bone, marrow. On this self learning, are how individuals should make the process and healing action itself. (5) natural energy, finding oneself among micro cosmos (Self) and macro cosmos (Universe). In the body requires an energy turnaround, both fluids, nutrients, minerals and others. And this rotation causes the imbalance in the body's needs. (6) posture, meaning posture, there are interpretations of knowledge required by the body itself. By learning yoga makes the body fresh. Knowledge needs of the body can be seen. Technique demonstration in favor of learning yoga. The role of the instructor was great to learners. Leisure learners, will be felt when the attitude of sympathetic instructor in processing yoga movements. Andragogi knowledge found in learning yoga through the travel. (2). On the findings of adult learning, has a different concept of pedagogy. Learning technique used is the technique of yoga practice. The tourists must often learn to practice yoga, even though he was in his country. ✍

References

Davies, Andy. 2013. Re-imagining communities of practice: Does this underpin modern yoga teacher training? *International Journal of Pedagogies and Learning*. 8(1). (Online), (http://e-resources.perpusnas.go.id/library.php?id=00009), diakses 11 September 2015. Hal 39.

Creswell, John W. 1998. *Qualitative inquiry and research design: choosing among five tradition*. California: Sage Publication.

Fatchan, Ach. 2013. *Metode Penelitian Kualitatif 10 Langkah Penelitian Kualitatif Pendekatan Konstruksi dan Fenomenologi*. Malang: Penerbit Universitas Negeri Malang.

Feuerstein, G. (2008). *The yoga tradition:Its History, Literature, Philosophy and Practice*. (Online),(http://www.amazon.com/The-Yoga-Tradition-Literature Philosophy/dp/1890772186), diakses 23 September 2015.

Fonseca, Daniel & Jeenal Mehta, 2012, *Thinking Of Traning To Became A Yoga Teacher?* (Online), (http://www.southeastasiabackpacker.com/thinking-of-training-to-become-a-yoga-teacher/), diakses 19 September 2015. Hal 1.

Kamajaya, Gede, 1998. *Yoga Kundalini (Cara Untuk Mencapai Siddhi dan Moksa),* Surabaya: Penerbit Paramita. Hal 20.

Knowles, Malcom. 1980. *The Modern Practice of Adult Education*, (Online) (http://www.umsl.edu/~henschkej/articles/a_The_%20Modern_Practice_of_Adult_Education .pdf), diakses 12 September 2015. Hal 49.

Magee, Bryan. 2008. *The Story Of Philosophy, Kisah Tentang Filsafat*. Yogyakarta: Penerbit Kanisius.

Pitana, I Gde dan I Ketut Surya Diarta. 2009. *Pengantar Ilmu Pariwisata.* Yogyakarta, Penerbit: Andi Offset.

Pitana, I Gde dan Putu G. Gayatri. 2005. *Sosiologi Pariwisata.* Yogyakarta, Penerbit: Andi Offset.

Poerwadarminta, 1984. *Kamus Umum Bahasa Indonesia*. Jakarta: Balai Pustaka.

Ritzer, George. 2004. Sosiologi *Ilmu Pengetahuan Berparadigma Ganda*. Jakarta: PT. Raja Grafindo Persada, 39.

Saraswati, Swami Satyananda, 2002. *Asana, Pranayama, Mudra, dan Banda,* Surabaya: Penerbit Paramita.

Suamba, I.B. Putu, 2003, *Dasar-Dasar Filsafat India,* Denpasar: Program Magister Ilmu Agama dan Kebudayaan Universitas Hindu Indonesia Bekerjasama dengan Penerbit Widya Dharma. Hal 219, 362.

QUALITY MANAGEMENT FOR OPEN DISTANCE LEARNING

Arafah Husna
State University of Malang
Email: arafah.husna.fip@um.ac.id

Abstrak: This aim of this researchis to descript an effort which have been executed by UPBJJ - UT in implementation of Open Distance Learning so can improve the Quality Management and also resistances faced in the execution. This Quality Management improvement based on 8 quality management principles of ISO 9001: 2000, thoseare: 1) customer focus; 2) leadership; 3) involvement of people; 4) process approach; 5) system approach to management; 6) continual improvement; 7) factual approach to decision making; and 8) mutually beneficial supplier relationships. This research designed as descriptive research with 27 respondences from lecturer, technicians, and administration staffs of UPBJJ-UT Malang. Data collecting technique which applied were enquette, and for data analythical technique is using percentage and interpretating the scale of international Likert. Based on the result is shown the effort in improving of quality management which have been executed by UPBJJ-UT in good qualification those are from costumer focus, continual improvement ,leadership, involvement of people, approach process, management based on approach system, factual approach to decision making and also mutually beneficial supplier relationships in quite qualificationr

Keywords: Quality Management, Open Distance Learning

Global era which demands to develop the education system more open, more flexible, and can be accessed by anyone in need, regardless of age, gender, location, socio-economic conditions, as well as previous educational experience. The system in addition to expanding educational opportunities should also serve to improve the quality of education equitably, improve the relevance of education to development needs, and improve efficiency in the administration of education.

One of the efforts being made to reduce these problems is to develop a learning another alternative, the system of open and distance education (Open Distance Learning), which is a sub-system of the national education system. This effort is made possible distance learning where students do not need to come to class, but can be in the halls or other places to take the classes.

Distance education, which has been implemented by the Open University and several other institutions of higher education and has grown rapidly due to the support of the development of information technology and computer. Patterns of learning and teaching at UT has now developed through the Internet known as electronic learning (E - Learning).

The results of research in Germany (Ummah, in Munif, 2001: 21) reveals that students who learn in a virtual space more advanced 20% compared to students who learn in class convensional. Moreover with the inaccessibility of information technology by the students is seen to improve the effectiveness and efficiency of learning (UNESCO APEID: Munif, 2001).

Higher education distance learning requires students implementation process independently, because there is no physical classroom to learning face to face, but there is the provision of learning in the form of media by education providers, and the provision of learning support. Students study independently through various communication media on a wide scale and is far from education managers. Distance education is clearly

different from face-to-face education, since distance students do not need to come to campus to participate in the learning process or tutorial.

Implementation of quality management systems bring consequences reordering rules and document existing work in UPBJJ-UT adapted to the existing requirements on quality management system ISO 9001: 2000. The purpose of the application of quality management in UPBJJ-UT is to ensure that all the existing services in UPBJJ will ensure the implementation of a consistent work and produce a quality standardized.

The purpose of the implementation of quality management systems in UPBJJ-UT is to improve, enhance, organize and develop a quality management system that is in UPBJJ to comply with the provisions / requirements in ISO 9001: 2000 and subsequently qualified to obtain ISO 9001: 2000.

Eight quality management principles on quality management system ISO 9001: 2000 is used by Top Management to lead the organization towards improved performance. Eight quality management principles are:

1. Customer Focus

Education services are services provided to students to meet the needs, the quality of the education services must match or exceed those needs. Thus, the quality of education services is relative. In other words, the quality of education services is good and satisfying if the match or exceed the needs of customers concerned. A company/organization depends on its customers or customer is a key benefit. Therefore, organizations must understand the needs / desires of students both now and in the future, in order to meet the requirements of students and capable of exceeding customer expectations. Focus on student must be the principles of quality management system to continue to support the achievement of the vision of UT, became one of the flagship Newspapers in Asia in 2010 and became the flagship Newspapers in the World 2020.

2. Leadership

The leader of the company / organization must be able to create a vision, and be able to realize this vision toward reality. Leaders must be able to attract others to realize the vision of the organization. Application of the principle of leadership led to the creation of a clear vision for the future of the organization, setting of targets, goals or targets are challenging, provide resources and training for workers, freedom to act with responsibility and accountability, Being an example in terms of honesty, moral and cultural creation work, Creation of confidence (trust).

3. Involvement of People

The involvement of all employees in the organization is a very important basic principles of quality management. This can be done by empowering and giving the opportunity to the employees to plan, implement the plan and control work plans are the responsibility of each. With the involvement of personnel as a whole, will produce a sense of ownership and responsibility in resolving the issue. This will trigger employees to be active in looking at opportunities to increase their knowledge and experience.

4. Process Approach

Processes in the quality management system ISO 9001: 2000 is defined as "a collection of interconnected activity / influence that can change the input (materials, requirements, equipment, instruction) into outputs (goods or services)". The process approach defined as "the systematic identification and management processes used by an

organization and understanding of the things that affect each process". In the context of ISO 9001: 2000, the process approach requires an organization to identify, implementation, management and conduct continuous quality improvement (continual quality improvement). Necessary process approach when developing and implementing a quality system. This requires each part/function to have a vision of customer satisfaction.

5. System Approach to Management

System approach to management is defined as the identification of understanding and managing a system of interrelated processes for the achievement and improvement of the target company / organization effectively and efficiently.

6. Continual Improvement

Continual improvement must be a permanent organization's goals and objectives. On continuous improvement, the target will not be increased until the target set is reached first, just after the target is reached, the new, increased targets set.

7. Factual Approach to Decision Making

Effective decision-making based on the analysis of data and information. The steps used in the application of this principle is Perform testing and the collection of data and information relating to the target, Ensure the data and information that is accurate, reliable, and easy to access, analyze data and information by using the correct method, Understand the use of statistical techniques, Making decisions and act on the basis of analysis and experience.

8. Mutually Beneficial Supplier Relationships

The organization and its suppliers/supplier are interdependent, and it is proper is a mutually beneficial relationship in order to improve the ability of both to create value. Implementation of these principles are: Identifying and selecting suppliers, Involve suppliers in identifying the needs of the company, involving suppliers in corporate strategy development process, ensure that the output from the supplier in accordance with the requirements of the organization / company and Communicating and sharing information with suppliers.

METHODS

This study used a descriptive research type, ie the type of research that provide a picture or description on a state as clearly as possible without any treatment of the object under study. The population used is the faculty, academic support personnel, and administrative staff UPBJJ - UT Malang as many as 27 people. In this study, the instrument used was a questionnaire, a questionnaire used is the type of questionnaire covered since this questionnaire contains questions that have been accompanied by alternative answers were provided and analyzed using percentages. The data analysis technique used is the technique of presentation. This technique is considered appropriate to describe on about all the efforts that have been made by UPBJJ - UT Malang in improving service quality assurance of Open Distance Learning, UT student's perception of the efforts made and the obstacles - barriers experienced by UPBJJ-UT.

RESULTS

Based on the analysis of data, it can be argued some research results as follows. Efforts to improve the quality management one of which focuses on a student (42.956%)

agreed. So the average score of all respondents to the sub variable focus on students at the Open University of Malang is UPBJJ- (19.51) are included in both the qualification and are in the range (17-20). Efforts to improve the quality management one leadership (42.382%) undecided. So the average score of all respondents to the sub variables UPBJJ-leadership at the Open University of Malang is (29.03) are included in the qualifications enough and are in the range (23-29). Efforts to improve the quality management one employee involvement (61.13%) undecided. So the average score of all respondents to the sub variable employee involvement in UPBJJ- Open University Malang (13:33) are included in the qualifications enough and are in the range (13-15).

Efforts to improve the quality management process approach one of them (77.78%) undecided. So the average score of all respondents to the sub-variables in the process approach UPBJJ- Open University of Malang is (3,22) are included in the qualifications enough and are in the range of (3). Efforts to improve one quality management system is a management based approach (57.405%) undecided. So the average score of all respondents to the sub variables based approach to systems management in UPBJJ- Open University of Malang is (6.81) are included in the qualifications enough and are in the range (6-7).

Efforts to improve the quality management one of continuous improvement (38.26%) agreed. So the average score of all respondents to the sustained increase in the variable sub UPBJJ- Open University of Malang is (10,11) are included in both the qualification and are in the range (9-10). Efforts to improve the quality management one of them making decisions based on facts (51.848%) undecided. So the average score of all respondents to the sub variables UPBJJ- decision making at the Open University of Malang based on the facts are (18.37) are included in the qualifications enough and are in the range (16-20). Efforts to improve the quality management one relationships with cooperation partners (48.174%) undecided. So the average score of all respondents to the sub variable relationships with cooperation partners in UPBJJ- Open University of Malang is (16.81) are included in the qualifications enough and are in the range (13-16).

DISCUSSION

Focus on student must be the principles of quality management system in UPBJJ-UT to continue to support the achievement of the vision of the Open University. This happened at the Open University of Malang UPBJJ- a way to meet the needs / desires of customers, providing excellent service, innovative in providing services, has excellent service, evaluation and improvement of the service regularly.

The research results occurred because of the focus on students in UPBJJ - Open University of Malang accomplished by varying nevertheless still being good. The role of the entire Executive Unit greatly affect the service. According to Siregar (2005) customer education services. Customers of educational services are all those in need, are involved in, and concerned about the educational services, among others: a) the customer primer: student b) Customer secondary: parents, agencies/sponsors, and government, as well as education personnel and administration c) Customers tertiary: public, including businesses, and government.

Besides the above division, customers can also be divided based on their status as managers of education or not: a) Internal Customer: education managers (educators,

including librarians and administrative staff); b) External customers: students, parents, community, and government.

The second grouping is important because the internal customer groups, in addition to their role as the party providing educational services directly, they are a party that is entitled to receive services from educational institutions. as educational services to be provided to customers with various types of needs is something new. A company/organization depends on its customers or customer is a key benefit. Therefore, organizations must understand the needs / desires of customers both now and in the future, in order to meet customer requirements and able to exceed customer expectations.

Every leader must have a clear vision of the institution he leads, and be able to explain the vision of the leaders of subordinates so that all understand and can translate it into work programs. In addition, every leader should be able to cultivate quality so that he can be an example subordinates.

Every leader needs to be aware of and implement the following principles: (a) vision and symbols; (b) the management down to the bottom; (c) take into account the needs and aspirations of subordinates; (d) encourage the growth and development of initiative and innovation, and (e) foster a sense of family, togetherness and solidarity.

Furthermore, educational leaders have an important role to civilize total quality, among others: (a) develop a good communication system; (b) to guide and encourage the growth of motivation to address various issues; (c) develop a system of delegation of the most effective and efficient; (d) develop equal effective work teams and efficient; (e) develop opportunities to take the initiative to improve the quality.

The involvement of all employees in the organization is a very important basic principles of quality management. This can be done by empowering and giving the opportunity to the employees to plan, implement the plan and control work plans are the responsibility of each.

The process approach defined as "the systematic identification and management processes used by an organization and understanding of the things that affect each process". In the context of ISO 9001: 2000, the process approach requires an organization to identify, implementation, management and conduct continuous quality improvement (continual quality improvement). Necessary process approach when developing and implementing a quality system. This requires each part/function to have a vision of customer satisfaction.

System approach to management is defined as the identification of understanding and managing a system of interrelated processes for the achievement and improvement of the target company/organization effectively and efficiently.

Continual improvement must be a permanent organization's goals and objectives. On continuous improvement, the target will not be increased until the target set is reached first, just after the target is reached, the new, increased targets set.

Effective decision-making based on the analysis of data and information. The steps used in the application of this principle are: 1) Perform testing and the collection of data and information relating to the target 2) Ensure that data and information are accurate, reliable, and easily accessible 3) Analyzing data and information using the correct method 4) Understand the use of statistical techniques 5) make decisions and act on the basis of analysis and experience.

The organization and its suppliers/supplier are interdependent, and it is proper is a mutually beneficial relationship in order to improve the ability of both to create value. Implementation of this principle is to identify and select a supplier, the supplier Engaging in identifying the needs of the company, involving suppliers in corporate strategy development process and ensure that the output from the supplier in accordance with the requirements of the organization/company.

CONCLUSIONS AND SUGESTION

Conclusions

The findings of this study indicate that efforts to improve the conditions of quality management one of which focus on students, including a good qualifying. Condition management efforts to improve the quality of one's leadership including the qualification enough. Condition management efforts to improve the quality of one employee involvement are included in qualifying pretty good. Efforts to improve the condition of one of them approaches the quality management process is included in the qualification enough.

Efforts to improve the condition of one of the quality management system approach to management by including in the qualification enough. Condition management efforts to improve the quality of one of continuous improvement are included in qualifying either. Condition management efforts to improve the quality of one of them making decisions based on facts including the qualification enough. Condition management efforts to improve the quality of one relationships with cooperation partners including qualifications good enough.

Efforts to improve the condition of one of them approaches the quality management process is included in the qualification enough. Efforts to improve the condition of one of the quality management system approach to management by including in the qualification enough. Condition management efforts to improve the quality of one of continuous improvement are included in qualifying either. Condition management efforts to improve the quality of one of them making decisions based on facts including the qualification enough. Condition management efforts to improve the quality of one relationships with cooperation partners including qualification enough.

Suggestion

Problems encountered in the implementation of management quality improvement is the mental attitude of the managers of education, absence of follow-up of the evaluation program, the leadership style that does not support, the lack of ownership of the implementers of education. And yet familiarize the principle of doing things right from the start. The obstacles caused by the lack of leadership that is not spirited entrepreneur and tough, the management sentralistrik education, and low work ethic managers, lack of involving all parties to participate. Need to improve the work ethic, motivation, teamwork, good morale, a sense of ownership, willing to work hard to make quality management education can be implemented optimally so as to produce quality human resources. Besides, it is necessary for a principal who spirited leader with good vision. Should the student is ready, willing and motivated to learn independently, as part of the learning process in a wide range of courses delivered through a variety of media. ✍

References

Bates, A. W. (1995). Technology, Open Learning and Distance Education. London: Routledge.
Belawati, T (1999). Distance Education. Jakarta: Open University.
Cotton, K.1991. Computer-Assisted Instruction. School Improvement Research Series. Portland, OR: nortwest Regional Educational Laboratory, May.
Feasey, Dave.2001.E-Learning. Eyepoppingrapichs, Inc. (Source of the Internet on 3 May 2007: http://eyepopping.manilasites.com/profiles/)
Hardjito.2002. "Internet for Learning" .JurnalTeknodik, (online), Edition 10 / VI, (http://www. pustekkom. go.id, accessed January 2007).
Knapp, L.R. & Glenn, A.D. (1996) Restructuring School with Technology. Heghts Needham, Massachusetts: Ally & Bacon.
Lewis, Diane E. 2002. "A Departure from training by the Book, More Companies Seeing Benefits of E - Learning", The Boston Globe, Globe Staff, 08/07/07 (internet source: http: //bostonworks.boston. com / globe / articles / 070 807 / elearn.html)
Miarso, Yusufhadi.2004. "Sowing Seeds Technology Education". Jakarta: Pustekkom DIKNAS-Prenada Media.
Munif, Erfan, A.2001. Higher Education Readiness Facing the Information Age (Internet Utilization Study in Supporting Teaching and Learning in Three Universities in the Municipality of Malang). The research is published, Graduate Program, State University of Malang.
Natipulu, W.1996. Condition of Higher Education in the Asia-Pacific Countries. Paper presented at a Seminar on higher education quality Merdeka University Malang 11 to 12 November.
Pannen, P. (2005) Between E-Learning and Distance Learning. Presented in the Seminar on E-Learning Strategy: E-learning, IT or Educational Development Policies, May 25, 2005, Sultan Agung Islamic University, Semarang
Peters, O. (2000) The Transformation of the University into an Institution of Independent Learning. In Evans, T. & Nation, D. (2000) Changing University Teaching: Reflections on Creating Educational Technologies. London, Kogan Page
Reddy, V.Venugopal and Manjulika, S. 2002. From Face-to-Face to Virtual Tutoring: Exploring the potentials of E-Learning Support. Indira Gandhi National Open University (internet source, March 2007)
Sanjaya.1998. "Internet Essentials Resources Professional" Electro Indonesia .Makalah Vol.4
Siahaan, Sudirman. 2002. "Assessment Study of Possible Use of the Internet for learning in high school in Jakarta and surrounding region" in the Journal of Education and Culture, Year To-8, No. 039, November 2002. Jakarta: Research and Development-Department of National Education.
Soekartawi. 2002a. "The prospect of Distance Learning through the Internet". Invited Papers. Presented at the National Seminar on Education Technology on 18-19 July 2002 in Jakarta.
Soekartawi. 2002b. "E-learning, the Virtual Campus of the Future" in Pelita Daily, July 29, 2002.
Sharif Hidayat.1996. Human Resource Development Planning Towards Global Quality. Paper presented at a Seminar on Quality of Higher Education Merdeka University Malang 11 to 1 November.
Open University, 2006.Universitas Open (online), (the source of the official website of the Open University, accessed January 5, 2007, http://www.ut.ac.id)
Waller, Vaughan and Wilson, Jim.2001. "A Definition for E-Learning" in Newsletter of Open and Distance Learning Quality Control. March 2007. (source from the internet: March 7, 2007: http://www.odlqc.org.uk/odlqc/n19-e.html).
E-learners.com on the website: http: //www/elearners.com/services/faq/glossary.html.
Website kudos on "What is e-learning?" (Source Website: http: //www.kudos idd.com/ learning_solutions / definition).
http://staff.ut.ac.id/pusmintas/file/ISO_%20Ktribusi_%20UPBJJ_Purwokert%5B1%5D.dc.

IMPROVING STUDENTS' ROLE MODELING COMPETENCE THROUGH BLENDED LEARNING

Nisaul Barokati S.
Postgraduate Student at State University of Malang
Email: nisaul.seliro@gmail.com

Abstrak: University students are the important assets to become a future leader to develop nation. To indoctrinate students with good leadership is not an instant process. The competence of students to replicate and filter good thing, called role modeling, needs to be trained. The importance of role modeling competence can be seen from the government's efforts to improve this competence and one of them is by providing a character education. Character education designed by the government needs support of all parties and should be integrated in all levels of society, especially learning process. Blended learning is a learning process that uses a combination of web-based teaching materials (online) and face to face based learning. Online learning has a greater portion than the face-to-face, which is about 50-50%. Giving a larger portion of the online learning is meant that students can repeat the material without waiting for lecturer in the face to face based learning. Through online learning process, it is used to facilitate the interaction (discussion forum). Meanwhile face-to-face learning is used to confirm the learning materials. Therefore, it is expected that blended learning can improve students' role modeling competence.

Keywords: improvement, role modeling, blended learning, character, students

This research aims to improve and enhance the learning quality by selecting, establishing and developing the optimal learning method to achieve the demanded goal (Degeng, 1991). To improve the learning quality by instructional designers with an assumptions on the nature of learning design, namely: (1) improving the learning quality begins with lesson plan, (2) learning is designed using a systems approach, (3) instructional design is based on knowledge of how people learn, (4) instructional design refers to learners individually, (5) the learning outcomes includes the direct result and the result of escort, (6) the target of the instructional design is to create an easy learning activities, (7) instructional design includes all the variables that affect learning activities, (8) the objectives of this instructional design is to establish the optimal method to achieve the intended purpose (Degeng, 1991).

Developing the instructional design needs an evaluation on futuristic learning tendency relating to learning content and strategy. The tendency of implementing the learning strategies has changed the traditional learning approach to the futuristic learning, called as century of knowledge, that students can learn; everywhere, means that students can learn in any places they want to, such as; class, library, and home; whenever, means that students can learn anytime they want to without a schedule made by school, that they can learn at morning, noon, evening or night; whoever, means that students can learn and get learning sources from lecturers, experts, practicioners, or society; any sources, means that students can learn from any learning materials such as internet, CD ROM, radio, television, laboratory, and direct experience. While, good leadership skills, peers communication, self independence, and the ability to replicate and filter a good thing.

Character building is one of purposes of national education. In article 1 of law on National Education system of 2003 states that among the national education purposes is to develop learners' potential to possess intelligence, personality and noble character. The mandate of Law on National Education System of 2003 was intended that education not only build Indonesian people with intelligence, but also personality or character so that

there will be born generation who grow up with national noble character and religious values. Ministry of National Education (2010: 8) states that character education is a system of indoctrinating character values to school community such as components of; knowledge, awareness or competence, and an implementation of those values to God (the Almighty), personal, other people, the environment, and nationality to become perfect man. Therefore, improving role modeling for students is crucial important that students possess creative character and are able to select and filter good thing.

Within the research result of Hendri (2009: 16) in Nisaul (2012: 5) states that the development of web platform opensource-based blended learning can be used in Computer Course of Instructional Technology Deparment, State University of Malang or other courses, but there should be comprehensive evaluation and supporting policies on the implementation of learning process. Blended learning has been implemented in Bandung Institute of Technology for 2 years and successfully developed it to support the qualified learning process. Furthermore,

State University of Semarang has also developed blended learning-based learning process and use electronic learning (e-learning) to support internet based academic activities, called as ILMO, in which can be assessed in http://ilmo.unnes.ac.id. Blended learning has been also developed at the European Academy Online (EOA) in cooperation with the Jean Monnet-Chief of Political Science, University of Cologne and other partners, (from graduate program of in Science Program, Humanities and Social Science study program at the European Union Electronic Learning Studies connecting to the internet (online) (http: www. masterstudies.co.id)). Through blended learning, not only generic skills of sudents increases but also their communication and cooperation skills. Blended learning model is considered as a solution to develop learning model of the institution with traditional learning model. Srisakdi (2006) in – Web-Based Manual book of teaching material Development published by the department of national Education, states that learning models are classified into four (4) groups. As displayed in Table 1.1, explaining that blended learning which is developed by Srisakdi refers to definition in table 1, so the development of electronic learning (e-learning) is not supplementary for lecture activities. Face to face-based learning, discussions, forums and other activities are systematically conducted and integrated to the developed web.

Referring to the blended learning conducted by Srisakdi, researchers aim to develop blended learning for Sociology Education course that combines electronic learning (e-learning) with traditional learning through electronic learning products connected to the Internet (online), that is web and electronic learning media that does not connect to the internet (offline), for instance; useful presentation media, face-to-face, and manual book that makes students easily understand. Blended learning is very useful to improve the integrated relation on three learning models, namely; 1) traditional classroom-based learning environment, 2) blended learning, and 3) electronic learning connecting to the Internet (online). Researchers show that there is a proof of blended learning that produce a stronger feeling of community between students from the traditional learning or electronic learning process that connect to the internet (online) completely (Rovai and Jordan, 2004).

Based on the observations, it was found that the undergraduate students of educational sociology of teacher Teaching and Education Faculty in Darul Ulum Islamic University

of Lamongan, on Oktober 22, 2013 were less enthusiastic in following the lecture, had no self indecency within, had no peer communication, and good leadership. Besides that sociology of education course is a course with fully theory and outcome analysis. To overcome this problem, it is necessary to develop blended learning for developing students' role modeling. Therefore, developing blended learning based learning-based learning activities on sociology of education Course for undergraduate students of FKIP UNISDA Lamongan

Review of Related Literatures

The Students' Role Modeling Competence

Nowadays, character of the Indonesian nation is getting weaker because of some phenomena such as the abuses of authority, power, deception, lies, dishonesty, injustice, and disbelief. Law enforcement officers who should enforce the law, break the law and then must be punished; the officers who are supposed to serve the public but ask to be served; and our students lack confidence to face and solve concerning to some issues. Those are phenomena that we witness every day, and are coming from the characters. Anis Matta (2002) indicated the character crisis happens due to (a) the loss of integral personality models, which combines religious noble character with success, kindness with strength, wealth with generosity, power with justice, intelligence with honesty, (b) the antagonism emergence in moral education, while schools develop individual the productive basic skills, but mass media educate the society be a consumptive society..

According Zuchdi (2009: 16) there are six aspects of a character or value which can be integrated in the lecturing process, namely; the acts of worship, honesty, responsibility, caring, cooperation, and respect for other people or party. In addition, Suyanto (2010: 2) states that there are nine pillars of character that come from noble universal values, namely the characters of: first, loving to God and all His creation second, self-dependence and responsibility; Third, honesty or trustworthy and diplomatic; fourth, being respectful and polite; fifth, being generous, helpful to each other and having mutual cooperation or collaboration; sixth, confidence and hardworking; seventh, leadership and justice; eighth, kind and humble, and; ninth, tolerance, peace, and unity. Furthermore, Megawangi (2003: 8), as director of the Indonesian Heritage Foundation, mentions that each individual or Indonesia nations should have some character values, as follows; loving God and the universe and its contents, responsibility, discipline and self-confidence, being honest, being respectful and polite, love and affection, care and teamwork, confidence, creative, hard work and spirit of fighter, justice and leadership, kind and humble, and tolerance, love peace and unity.

Blended Learning

Theoretically, the development of blended learning was based on learning models according Srisakdi (2006), in the handbook of Web-based teaching materials published by the Ministry of Education, learning models generally are divided into four groups. See Table 1.

The Percentage Of Web-Based Learning Materials	Models	Descriptions
0%	Traditional	Learning activities without using the online facilities of learning set brought into classroom and face-to-face -based learning
1-29%	Web facilitated	Web utilization in the learning process to improve the mastery of uncompleted teaching materials in face to face based learning (giving additional material by using web) in which, frequently it was used in the task submission
30-79%	Blended	The learning process that uses a combination of web-based teaching materials and face-to-face. Online learning had greater portion than face-to-face based learning. In teaching and learning process, discussion was frequently conducted.
100%	On-line or e-learning	The whole teaching and learning process was conducted through online. There is no face-to-face learning

Notably, 30% of one semester period, the development of blended learning used in one semester was 5 effective months, face to face-based learning was done in 2 to 3 weeks. at 4 months and 1 week students will learn web-based learning independently and semester exams. In the independent study period (4 months and 1 week), students will meet several times with the lecturers on the web or face to face due to the schedule. Face-to-face based learning is intended to facilitate any problems faced by students during the learning process. The development of blended learning leads to teaching materials. These materials were used as modules in the electronic package. In blended learning, a not only module of electronic teaching materials was used in the learning process for students but also web-based teaching materials. The other development of teaching materials is the use of media or technology as one of the characteristics in the web-based learning process, including the use of text, audio, video, and multimedia to enrich practical materials and strengthen students to study the topic.

The learning method used is self-learning and collaborative learning methods that use information and communication technology facilities. The strategy in the development of blended learning has a wide base of learning objects in each stages of learning and was designed and determined the interaction patterns or learning strategies that can be taken by students.

The interaction in blended learning-based learning development in Sociology of Education course of teacher training and education faculty, UNISDA Lamongan helps students learn a various wasys of learning. In order the interaction in Blended learning-based learning development can be effective, it needs to be designed carefully by the developer or lecturer. Learning objects can be obtained from its collection of teaching materials for face to face based learning and will be combined with PowerPoint and internet.

Blended learning-based learning development emphasizes on how communication occurs between a source of learning and learners through web communications technology. Communication technology is expected to bridge any person to communicate each other quickly in distances. Computers and networks play an important role in facilitating relationships, both personal relationships, organization or in a broader level.

To meet all the needs of the various characteristics of the learning, therefore blended learning approach is most appropriate.

Trough blended learning, it allows learning to be more professional to meet learning needs trough the most effective and efficient ways and has a high attraction (Wasis: 2010). There were some advantages of blended learning based learning for educational institutions as that being developed by the State University of Semarang, called ILMO (Increasing Learning Motivation), including site of Internet-based e-Learning are:

Table 1. The advantages of ILMO

setting the syllabus	accessing information and learning materials
uploading the learning materials	uploading the learning materials
giving students assignment	exchanging lecturing assignments
giving students' work	conduction assignment
making test or quiz	conducting test or quiz
scoring	looking at students learning achievement
monitoring students' activity	looking at students' presence
managing students' score	looking at students' score
communicating with students and lecturers through discussion forum and chat	communicating with students and lecturers through discussion forum and chat

The Characteristics of Sociology of Education Course

The General basic courses in teacher training and education faculty, UNISDA Lamongan are usually programmed on semester 4 with 3credit. This is compulsory course for students of the teacher training and education faculty (Guideline Study of Darul Ulum Islamic University of Lamongan, 2005). Based on the explanation, there are three general learning purposes that should be mastered by students. as follows:

a. Students are able to understand the concept, theory and practice of **Sociology of Education**
b. Students are able to have knowledge of **Sociology of Education** to the phenomenon that occurs in the community
c. Students are able to analyze the problem of educational institutions and educational phenomena sociologically.

The Characteristics of Undergraduate Students of Teacher Training and Education Faculty, UNISDA Lamongan

Students come were graduated from senior high school with different backgrounds and different majors, including language, natural science, and social studies. The amount of the students is almost the same, but their academic skills were varied. In general, their ability was categorized as medium but their motivation and learning independence still needs to be improved.

Based on the direct field observations and interviews with team teaching of educational sociology courses and Based on direct observation and interviews with the teaching team when teaching sociology of education courses, it was found that they did no have learning media as a guide in the learning process in classroom. Students tended to take note the materials presented by the lecturers.

The characteristics of learners analysis, according Degeng (1997) is to know the characteristics of each learners, including their talent, maturity level of thinking, and the basic ability. Based on the level of analysis, it could be selected and planned appropriate approach.

Suparman (1997) also states the importance of recognizing the behavior and characteristics of the students early will have implications for preparing teaching materials and instructional systems. Furthermore, he says there are two approaches that can be selected; 1) students adapt to courses and the approach, and 2) the courses and approach adapted to the students.

Instructional Design of ADDIE Model

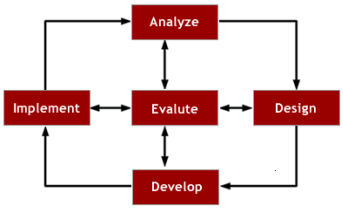


Figure 1 Core Elements ADDIE Instructional Design Model
Source: Reiser & Dempsey (2002: 18)

One of the models for designing a study is ADDIE model. ADDIE, abbreviation of Analysis-Design-Development-Implementation-Evaluation, is one of the guiding models to develop effective, dynamic and supportive learning. Therefore, to assist the faculty in learning management, ADDIE was developed by Raiser and Mollenda in the 1990s.

The developing model used in this study is ADDIE (Analyze, Design, Develop, Implement, and Evaluate). This model leads research to optimalize the process for measuring the output that can be measured (LOT, 2001: 4). Each stage of ADDIE model are the important basic steps and always used in designing the study, as follows:

Analyze

Analyzing the learners (attributes, needs, and characteristics), costs, alternative presentation, limitations, finished learning time, and the expected performance of learners can be displayed at the end of the study (Powers, 1997).

Design

Choosing an online learning phases or background that is suitable for developing learners' cognitive skill according to learning objectives (Driscoll, 1998: 50). To formulate specific goals or indicators, choose the approach, layout, and give the value of the program, manuals (guide), lessons, and modules (Hall, 1997: 231) and also design learning content specifically used by electronic intermediaries or internet (Porter, 1997: 127).

Develop

Providing or creating the needed media, empowering excellence of internet to present information in various media that meet to the characteristics of learners (Porter, 1997: 196). To formulate appropriate type of interaction to stimulate learners to be creative, innovative, and initiative to learn more (Porter, 1997: 200) and plan activities which allow learners' groups that support social environment (Simonson et al, 2000: 115).

Implement

The conducted Activities include; Copying and distributing the needed materials, preparing alternative activities if there is technical problems (Simonson et al, 2000: 115).

Evaluate

Giving test which is based on the learning standards.

RESEARCH METHODS

To prepare this research, the verification of needed data is to solve the problems. Therefore, the Research will succeed and run meeting smoothly to the objectives and determined time, if the preparations are held relating to data collection.

One of the media development models that consider to basic stages of design development media to understand is the ADDIE models. ADDIE Model is the everyday term used to describe a systematic approach to the learning development. ADDIE is an acronym that refers to the main processes of the learning system development, namely: Analysis, Design, Development, Implementation, and Evaluation.

The blended learning based learning development procedure on Computer Programming course is to follow the stages ADDIE models. This model uses five stages of development namely:

Analysis. Analysis consists of two stages. Performance analysis, the developers analyze the skills, knowledge and motivation to learn the student in the learning process. Need analysis, the developer analyze the needs and problems in the form of relevant materials, textbooks, learning strategy, learning motivation and learning conditions.

Design. At this step, the developer manipulate blended learning based learning model to formulate either general or specific learning objectives, then develop test items or questions used to measure students' progress and purposed achievement level that have been formulated. And alos, develop learning strategies. Blended learning based learning Development is also designed to consider the principles of messages design in order to attract students' attention.

Development

This tries to arrange and manipulate the learning model based on the obtained information from various earlier stages. Developers have to modify the existing models such as web, PowerPoint, operational guide for students and lecturers, as well as determine the model and learning strategies that are suitable to the characteristics of students and blended learning.

Implementation

In this step, blended learning based learning is validated by various experts who were good at content, design, and instructional media. After receiving validation or declared eligible as a learning media, then the test will be conducted on individuals, small groups and field.

Evaluation

At this step, the developers clarify the data obtained from the questionnaire in the form of students' responses toward the competence, knowledge, skills, and attitudes that must be possessed by students in teacher Teaching and Education Faculty in Islam Darul Ulum University Lamongan after participating in learning activities.

Products Test

Blended learning based learning in Computer Programming course is a course that provides the ability for students to recognize the concepts of programming from the perspective of education. This course constructs students' knowledge and experience in self-learning by using a web of learning that can be accessed through this internet (http: // localhost / moodle). Students can always monitor the learning web because the lecturer will make an assignment announcement in the forum. Students are also equipped with a user as well as the learning guide so that students can prepare to conduct independent learning in the learning web (Figure 3). Product tests are intended to collect data that can be used as a basis to set the level of effectiveness, efficiency, and attractiveness of products produced (PPKI UM, 2010). This section includes: 1) the design of test, 2) the subject of test t, 3) types of data, 4) data collection instrument, and 5) data analysis techniques. As seen in Figure 2.

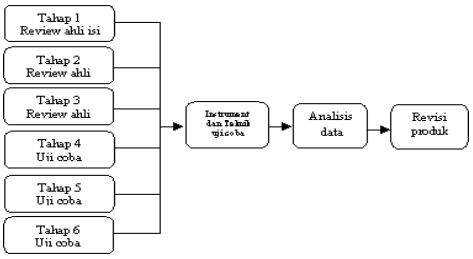


Figure 2. Design Tests

The collected data are divided into two parts, namely: 1) three data of the first evaluation including the data of experts' reviews, content, media, and design, 2) two data of the lecturers and students obtained from the review results of the direct response to a questionnaire from the content experts, media experts, and expert content, design experts, lecturer's course and students.

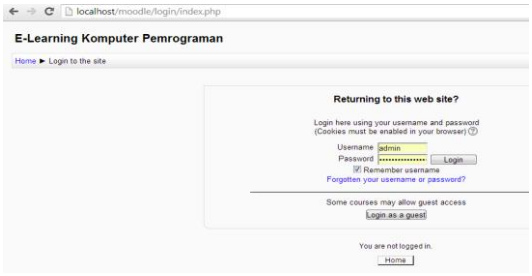


Figure 3. The beginning display of learning Computer Programming web.

The instrument used to collect data was a questionnaire. The questionnaire was used for collecting data from the test subject for the repairing purpose. This is close ended questionnaires in which the reviewer provided an assessment of the blended learning-based product development that has been developed. While the open-ended questionnaire provided for reviewer was to recommend the choice which is not provided in the questionnaire.

Data analysis techniques used to process the data from the results of expert review and test. Development test on the blended learning based learning development used descriptive statistical analysis and qualitative descriptive analysis. .

References

Barroso, J. & Cabranes, Gómez. 2009. Face to Face Learning Methodologies vs Distance Learning Methodologies: Case Study Online using Qualitative Analysis. International Conference of Multimedia and ICT in Education

Degeng, I, N.S, 1997, Instructional Strategies in Organizing Contents and Elaboration model of Dissertation on Research Findings , Malang, IKIP Malang & Profession Union of Indonesian Educational Technology

Dwiyogo Wasis D, 2010. Blended Learning Based Instruction/Learning. Presented Paper on Seminar and Workshop of Improving Teaching Quality through Blended Learning model, Postgraduate, IKIP Malang: Unpublished

LOT. 2001. Addie: Instructional Design Model. (online). http://hab.wikispaces. com/file/ view/addie.pdf. Diakses pada 30 September 2011. Texas: College Station.

Molenda, M. 2003. Educational Technology: An Encyclopedia. Santa Barbara: A. Kovalchick & K. Dawson, Ed's

Pramono. Y. B. H. 1996. Computer-assisted Learning on Present Perfect Tense of Structure II Course in English Education Study Program of teacher training and education faculty, Widya Mandala University of Surabaya, Thesis, Ppostgraduate, State University of Malang: Malang, Unpublished

Reisser, Robert A & Dempsey, John V. 2002.Trends and Issues in Instructional Design and Technology. New Jersey: Pearson Education. Inc.

Seliro Wangi, Nisaul Barokati, Tesis, 2012: Ppostgraduate, State University of Malang: Malang, Unpublished

ANALYSIS IMPLEMENTATION NON-FORMAL EDUCATION BASED ECONOMIC COMMUNITY IN THE VILLAGE VOCATIONAL

Zulkarnain
State University of Malang
Email: zulkrnain.fip@um.ac.id

Abstract: Nonformal education based economy is a concept that can be applied to drive various sectors of both government and private institutions and even the whole society. The core application of the concept of lines: First, every citizen should have the basic life skills. Non-formal education should equip every citizen of productive skills that are easily absorbed in the world of work and can improve the local economy, such as post-harvest skills of agriculture, fisheries, handicraft household, and other skills that can increase a person's income. Thus each individual can be productive because they have the knowledge and productive skills that enable independent and prosperous. Second, every citizen must innovate in their everyday lives. As the farmers can increase the sale value of their agricultural products by processing crops. This paper discusses a case study Assessing the implemen-tation of non-formal education conducted community-based economic society in increasing revenue as a livelihood as a program of vocational village one village Gemawang Jambu District of in Semarang Regency.

Keywords: informal education, local economy, vocational village

Non Formal Education seems not only act as a substitute, complement, updating the non-formal education, but also as a vehicle for individual liberation from poverty and backwardness. Orientation Non Formal Education pays attention to the improvement of people's welfare. Economic development based on non-formal education is an idea that is modified by the concept of knowledge-based economy is education development concept designed by the World Bank to accelerate improved welfare, equity, and economic growth of a nation (Abbas, 2015). This concept is genetic, it can be adapted and accommodated its development rehabilitated and reconstructed by the new orientation of formal and informal education (PNFI-based economy). The concept of community education nonfomal based economy can be applied to drive various central and regional institutions as well as the whole society.

The core application of the concept of lines: first, every citizen must have the life skills. Non-formal education should equip productive skills to every individual in a society that is easily absorbed in the world of work, or may increase the economic value of that increase revenue, such as animal husbandry skills, agriculture, fisheries, handicrafts date, post-harvest products, and so on. So that each individual productive because they have the knowledge and skills that allow it productive independent and prosperous.

Second, every citizen should be used to innovate in their everyday lives. As a farmer, for example, if after picking the crops are sold directly to the market, the price will be very cheap. It is different if farmers cultivate their crops in advance and then sell it on the market, the price will certainly be higher. Similarly, in the fields of industry, services, and other sectors, innovation must always grow sebagia part of the economic development of the creative community. Quotes, though, sales are the three words that make space for non-formal education to improve the welfare of farmers as it will happen inoasi and provision of value-added agricultural products.

Third, every individual in the community, especially for people who are under the poverty line, should have access to enter the world of productive enterprises. Basically

people are poor not because they are lazy, but because of lack of access to work more productively.

Experience in Bangladesh Economic Community Based Non-formal Education is moving society study groups businesses in the People's wada business entities with a wide range of species, so that income or income of the community will develop.

Fourth, the economic aspects of community-based non-formal education in its application will be interrelated and mutually reinforcing for improvement in the welfare, equity and economic growth. As a new orientation of non-formal education by learning from the experiences of other nations, are required: the institutionalization by involving the community and institutions, education and debriefing life skills and entrepreneurship, innovation, the development of non-formal education to the productive sectors (Abbas, 2015).

During this so much potential that exists in both rural natural resources, human resources, social capital, including the values of local wisdom that has not been empowered optimally for the welfare of society. The fact is, the agricultural sector and the rural sector is a sector which still exist when the economic crisis, even able to absorb labor in the industrial sector layoffs. However, because of the potential in the untapped rural optimally then pockets of poverty into the causes of urbanization. One impelmentasi concept of non-formal education is a community economic-based rural vocational program. Vocational village program is expected to be a starting point to improve the welfare of rural communities, rural as well as make products superior products competitive in the local, regional, national and global.

This paper discusses the review of the implementation of non-formal education conducted community-based economic society in increasing revenue as a livelihood as a program of vocational village one village Gemawang Jambu District of in Semarang Regency.

METHOD

The method used method of literature or literature studies, by studying literature and sources related to the study that the authors use as an object of discussion in the vocational program in the village Desa Jambu Gumawang District of in Semarang Regency. Literature survey conducted by studying written materials (Ruslan, 2003). The characteristics of the analysis of this document, among others: research conducted on the information documented in writing articles; subjects of the study is the book; and the document is seen as a source of the primary data (Nursanjaya, 2010). The reason the author uses research analysis of documents, among others: the document can be analyzed easily, the document is information that is meaningful and stable, (c) the data document describes the events that occurred, (d) the data is always available and cost effective, and (e) documents proving an event has occurred. By analysis of the document or the contents of the analysis are expected to be obtained information and new insights on the implementation of community economic-based non-formal education in rural vocation.

RESULTS AND DISCUSSION

Implementation in the village of Vocational Village Gemawang Jambu District of in Semarang Regency

Vocational village-based local comparative advantage is a central organizing or training courses and a variety of vocational skills for work or entrepreneurship in the social, cultural and environmental dimensions simultaneously, balanced, and sustainable. Vocational skills that are trained should be of high economic value and unique/local advantages. In the process of learning vocational skills necessary to build the awareness and behavior patterns to maintain and preserve the environment. The scope of the development of Rural Vocational Education in Rural Gemawang are included: (a) batik with natural coloring, (b) beekeeping, (c) organic fertilizer from waste coffee skin, (d) the cultivation of longan, (e) nursery indigo on land not productive, (f) the manufacture of coffee powder and care / maintenance of coffee plants, (f) the garment, (g) the development of nature tourism rock twins, and (h) the manufacture demplot medicinal plants, (i) the fishery, and (y) coaching siswo kubro art and lumping horse. Besides the vocational program as the main program, vocational village is also equipped with a support program which includes community library, pre-cooperatives and community vocational and cross-sector programs.

Through this model can provide clarity and certainty in the implementation of rural vocational-based comparative advantage of locally managed by BP PAUDNI II Semarang (2009) include: (a) planning of the village of vocation, (b) the organization of the village of vocation, (c) guidelines for courses and training vocational , (d) monitoring and evaluation, management of micro finance (savings and loans). The indicator of success is the achievement of vocational village program implementation seen from the first year to the third year the indicators were achieved.

First year, starting in 2009, in organizing the village produce: (a) Establishment of organizational / institutional vocational village for legal and drafting of the work program of vocational village; (b) The implementation of various pilot vocational program in accordance benefits of local (vocational training and management of business units); (c) Development of socio-cultural aspects and ingkungan integrated with the development of vocational skills; TBM implementation of programs supporting vocational village; (d) The community that became a forum to members to discuss various probelm/vocational rural issues; and (e) Establishment of vocational village cadres.

The second year resulted in: (a) Establishment of pre cooperatives for members; (b) Implementation of a capacity building program and pelasana managers, instructors, facilitators and learners; (c) Development/expansion of access to business, information and networking. Then the third year, the establishment of vocational villages as centers of learning: (a) the independence of vocational village to the community and further guidance to local governments.

Definition of vocational village Village is foremost driven governance structure elements of officials/village as a unit region including the villages under the sub-district (Sindo, on Wednesday a 24 Dec 2008). Village according to Indonesian Dictionary is the unity of the territory inhabited by a number of families who have their own system of government headed by a village chief.

Law No. 32 of 2004 on Village Government states that the village is a unit of community that has limits of jurisdiction, authority to control and manage the interests of local communities based on their origin and local customs that recognized and respected in the system of government of the Republic Indonesia.

Rural areas are the areas with the main agricultural activity, including natural resource management, with the order of the functions, government services, social services and economic activities. Some characteristics of the communities include: (a) Characteristically homogeneous in terms of livelihood, values and behavior, (b) More emphasis members of the family as an economic unit, (c) Relationships among members of society is more intimate, (d) have a greater degree of dependence on natural resources, particularly land and sea as a source of livelihood, (e) There is a tendency to have low self-esteem nature, conservative, resignation and clownish nature.

Vocational village is a rural area that is used as a center for services or training courses and various vocational skills for work or entrepreneurship is integrated with the management of business units in the socio-cultural dimension and the environment. Local excellence is excellence explored and developed from the existing resource potential in natural resources, human, and social capital. Comparative means (1) has the ability to be contested / juxtaposed with the values of other areas of local advantages; (b) Comparative berari also have competitiveness both locally, nationally and globally. The village of vocational-based comparative advantage locally are rural areas become centers of service courses or training of a wide range of vocational skills for work or entrepreneurship is integrated with the management of business units with high economic value, have a local advantage and competitiveness in the social, cultural and environmental.

Non-formal education programs are community-based economy in the Village vocational Gemawang village that has been implemented as follows: First, courses and training, such as batik, beekeeping, cultivation of longan. Courses and training as a form of continuing education to develop the skills of learners with an emphasis on the mastery of skills, competency standards, the development of entrepreneurial attitudes and personality development professionals (Law No. 20 of 2003).

Secondly, the concept of skills education. UNICEF (2000) asserts that life skills-based education refers to an interactive learning process that allows students to learn or acquire knowledge and develop attitudes and skills that encourage the adoption of healthy behaviors. Meanwhile, life skills education according to Law No. 20 of 2003 is education that provides personal skills, social skills, intellectual skills, and vocational skills to work or independent business. Life skills education is basically an educational effort to improve life skills every citizen negara.yakni skills of a person to dare to face the problems of life and living naturally without feeling pressured, then proactively and creatively search for and find a solution so as to overcome (Ditjen PNFI, 2000).

Based on the above understanding can be concluded that life skills education in the perspective of non-formal and informal education is education efforts to improve the life skills of learners good personal skills, social, and vocational academics to be able to adapt to different situations and overcome various problems of life and living.

Third, the dimensions of life skill. Broling (1989) classifying life skill proficiency into three groups, namely: (a) the day-to-day life skills (daily activity); (b) the personal and social skills (personal and social skills) and (c) and the ability to work (occupation skills).

Simpson (1999) suggested that life skill proficiency includes seven areas namely: (a) understand ourselves; (b) communication; (c) learning how to learn; (d) work with others; (e) manage; (d) work with others; (e) making decisions; (f) to work with other people and (f) to work with the group. While the dimensions of life skills by WHO include: skill to self awareness, personal skills, social skills, thinking skills, academic skills, social skills , and vocational skills.

Based on various grouping above, basically life skills (life skills) above can be grouped into four (4) dimensions only: (a) personal skills which includes the skill to know yourself, rational thinking skills and confidence; (b) social skills is a cooperation skills, considerate and social responsibility; (c) Academic skills as proficiency in conducting research, experiments with a scientific approach; and (d) vocational skills are skills related to a vocational/specific skills that can be used for work or independently.

Fourth, life skills in non-formal and informal education perspective. There are a variety of life skills education program launched Dit. Binsus and Institutional spectrum Nonformal and Informal Education both rural, urban, and national/international. The programs include Kuruss Wira tersebbut Village Enterprises, the City Entrepreneurial Course, Course of the Profession, functional literacy education cooperation vocational/ Polytechnic, Community College (CC) and the Rural Vocational and Village Nonformal and Informal Education.

Fifth, Functional Literacy Education-oriented courses and training. Functional Literacy Education -oriented courses and training is the organization of courses and training oriented skills mastery of personal, social, vocational and academic work and berwira good company with a wide spectrum of urban/rural and national/international.

The linkage between functional literacy education, courses and vocational training and the village is that life skills education is part of the non-formal education (Law No. 20 of 2003) that its implementation can be done in the form of courses and training (Article 26, paragraph 5). Courses and training as a form of life based on the provision of education kecakan dit policy. Coaching courses and institutional elaborated in various programs namely rural entrepreneurship courses, entrepreneurship course city, the course of the profession and vocational Village. Non-formal education units that can host the same program including the village is an institution of vocational courses, training institutes, study groups, Community Learning Centres, Majelis Taklim and similar education units (article 26 paragraf 4).

To ensure the implementation of rural vocational program in an optimal and sustainable will require an organizational structure that is stable, simple and rich functionality. The authority and responsibilities of each element of management must also be well defined so that they can work in accordance with the duties and responsibilities of each professional. The organizational structure of vocational village has at least stewardship as follows: Trustees, responsible, chairman, general secretary, treasurer, sarpras, field training, production, marketing, public relations, and community.

Coverage of rural vocational program includes four (4) aspects of development, namely: (a) economic aspects of development; (b) development of social aspects; (c) Developing cultural aspects and (d) the development of the environmental aspects. simultaneous, balanced and sustainable. Characteristics of vocational skills: vocational

skills are trained obvious aspects of the market, high economic value, is the raw material, preferably has a value of local comparative advantages.

Funding vocational village can be extracted from various sources in a way that is good and lawful: governmental organizations, government assistance, if any, foreign aid, if any, agencies / departments concerned who became partners, private institutions, loans, donors, and sponsors. Means vocational village management team work: home/building for the secretariat, mebelair, computers and devices if any, means of communication, means of lighting, cameras, and, stationery, implementation. Means of learning vocational include: classrooms, materials and practical tool for any kind of vocational, curriculum and modules, supporting books, media and props, showrooms if any, production space, signage, board information services, and office stationery learning.

CONCLUSION AND SUGGESTION

Conclusion

Non-formal education programs are community-based economy in the Village vocational Gemawang village that has been implemented as follows: First, courses and training, such as batik, beekeeping, cultivation of longan. Non-formal education can improve the community-based economy every citizen has life skills. Non-formal education should equip productive skills to every individual in a society that is easily absorbed in the world of work or can increase the economic value thus increasing revenue. Economic aspects of community-based non-formal education in its application will be intertwined and mutually reinforcing for improvement in the welfare, pemarataan and economic growth.

Suggestion

Suggestions study as follows: First, success depends largely rural vocational awareness and active participation of the community as the perpetrator. Therefore, it is necessary to build a strong commitment from all elements of society. Second, vocational village is a comprehensive system wide implementation. To that end, so that the program could be implemented vocational village is absolutely necessary for sharing the budget of the public, government and business partners. Third, the sustainability of vocational village strongly influenced the formation mechanism and control of planned, ongoing and involves various parties. Therefore, development should be done in an integrated manner. Fourth, vocational village organizations can develop or not depends on the readiness of human resources involved in the management. Hence the need for capacity building programs for managing, implementing, and companion. Fifth, the village vocation as a movement that involves the community, will be sustainable if the existence of the program appear on the initiative and the initiative from below. Therefore, the process of growing the initiative, motivation and initiative must tersu built through mentoring activities by competent personnel.

References

Abbas, Hafiz. Staring 2015. Forward: Based Economic Development of School Education. Paper presented at the Jurnal Ilmu Pendidikan (JIP) Fakultas Ilmu Pendidikan (FIP) at the State University of Gorontalo 9-11 September 2015.

Ministry of Education (2003). Law of the Republic of Indonesia Number 20 Year 2003 on National Education System. Jakarta, Ministry of National Education.

_____. (2005). Government Regulation No. 19 Year 2005 on National Standards education. Jakarta: Ministry of Education.

Director General of School Education. (2002). General Guidelines for Implementation of Life Skills Education Program Oriented Approach Broad Base Education (BBE) in The Field of School Education and Youth. Jakarta: The Director of School Education Department of National Education.

Director General for Regional PNFI II. 2009. Model-Based Rural vocational Local comparative advantage. Directorate General of Non-Formal and Informal Education Development Center edu- cation the Non-Formal and Informal Regional II: Semarang.

Nursanjaya. 2011. Anthology of Education; Discourse, Applications, Implementation. Terrain: Library Flower Press.

Ruslan, Rusady. 2003. Research Methods Public Relations and Communications. Jakarta: RadjaGrafindo.

LEARNING SOCIAL NETWORK: AN INNOVATIVE SYSTEM PROVIDES NEW LEARNING EXPERIENCES FOR STUDENTS IN HIGHER EDUCATION

Deka Dyah Utami; Dedi Kuswandi; Saida Ulfa
Posrgraduate Student at State University of Malang
Email: dekadyahutami.10@gmail.com

Abstrak: The main purposes of this research are to improve quality of learning process in higher education through the new instructional system based on *learning social network* (LSN) and to observe the motivation of students. The research method is using web facilitated learning with ARCS approach. A survey was carried out to examine a number of 24 postgraduate student's perception using ARCS approach. Result of research study revealed the great majority of respondents agreed that instructional system design based on LSN: (1) provided new learning experiences, (2) had a positive impact on student's learning motivation, (3) facilitated the practical and the theoretical learning subject courses, (4) gave easy ways for lecturers and students in meeting their needs of learning, and (5) can help achieving all competencies in one semester easily.

Keywords: learning social network, new learning experience, learning motivation

Nowadays there are many common types of social networking with sophisticated development. The highest growth of social networking is marked by the numbers sites emerging social media like Facebook, Twitter, Path, Zchoology, Einstein, Moodle, Remix learning, Einstein, Sophia and Edmodo with a lot of number of users. There have been many studies shown the effectiveness of social media in learning. But not all social media can be used directly in learning process because it much needed motivation for learning using social media.

Many types of web media have been produced and implemented in learning, but not all of them can raise the motivation to learn and be able to meet the varied learning needs of students. The selection of a medium of learning is directly associated with efforts to improve students' motivation [2]. One of educational-based on social networking (social learning network) is Edmodo. Edmodo selected as the media because integrated in development research of this study to observe the student's learning motivation.

Edmodo is a Web 2.0 tool that allows teachers work with their learners in real time and can be used either in class or at home. It is a learning social site for classroom, which does not require an email address on behalf of the learners. Students can be approached only by the teachers or the persons who have their group code, thus being safe and secure in its use [1].

The Reasons why Edmodo is selected as media in this study are; First, Edmodo is one of the web types classified as social learning network had been defined as educational social networks, or the utilization of social networking in learning process, because it has educational features which support learning process. Second, the learning elements such as assignment, materials presentation, and evaluation in conventional classroom are all represented and facilitated by the educational features of Edmodo in the virtual classroom.

Third, Edmodo is included as social networking which is rapid growth today are familiarly used by many students. Thus their prior skills to operate social media will help the learning process using Edmodo. Hopefully, students are motivated to learn because

Edmodo uses a new learning experience [11]. Fourth, based on the results of the study Edmodo is a technology in web-based learning that offers speed access, limited space and time to access information, learning activities can be performed by students anywhere and anytime [12]. The boundaries of space, time and distance are not longer became problems.

Fifth, Edmodo not only can be accesed via a laptop or a computer, but also can be downloaded by Android for example through the web application service providers such as Google Store, Play Store, and other to get its application. Learning became much fun because it can be done using mobile devices such as PDAs, mobile phones, laptops and other technology tools for learning [4]. Sixth, Edmodo as a fun web online and provides new experiences in learning [5].

Learning Social Network and Assure Model: Solution for Limitation of Time

Edmodo can not be directly used for teaching in the classroom. It still needed a design or strategy in order that integrating technology in learning process can optimally occur. The process to design learning activities known as designing the learning system [7]. This research used ASSURE model as one of the models of instructional system design to develop learning system, with some reasons: First, the model is able to create an effective learning activities related to efficient in time and in costs, particularly on learning activities using media and technology[10]. Second, ASSURE model provides a systematic process (six steps) to create learning experiences for learners [7]. Third, it is very appropriate to be used, because the characteristics of ASSURE model are integrating the utilization between media and technology in learning process [6].

The result of learning material analysis in Design and Production of Instructional Media course used 3-4 credits system which packaged with limited number of meetings and practice-oriented. It taught at postgraduates (magister) class and required the ability of students to have skills to design, to develop and to produce innovative learning media. The learning process was conducted over 16 meetings and each meeting is for 2x50 minutes. The time limitations are shortly when considered to be able to master all competencies that must be achieved by students if only rely on face to face meetings in the classroom.

The learning objectives in Model of Learning course are in order that students able to master some theories of learning models, to analyze both the weaknesses and advantages of learning models, able to design new learning models and to modify new and innovative learning models. The learning process are more oriented to theories both discussion and questions method are used. In group presentation activities for several meetings are still found cases such as out of time during the discussion. Course was conducted in 16 meetings with 3x50 minutes of each meeting. It's really short allocation time to master all of learning objectives. So it really needed best delivery strategy which can effectively and maximally help to deliver the messages (information) in learning process from the lecturers to the students without limitations of time.

The effectiveness of learning can be enhanced when lecturers use the media in accordance with the learning content. There are three components to bring delivery strategy; (a) instructional media, (b) interaction between students and media, and (c) pattern or structure of teaching and learning [2]. Regarding the existence of problems in

learning, the teacher should constantly strive to improve the quality of learning through various activities, for examples: (a) increasing the commitment to improve the quality of learning; (b) designing the learning systematically; and (c) empowering media, technology and learning in the classroom [9]. Based on the statements above, improving the quality of learning by designing a learning activity systematically with media and technology became one of the solutions to solve problem of the lack of allocation of time in every learning process.

Media can form as print-based, web-based, software and audiovisual. This study focused on web based media which provides information via internet and used for learning. Quality of web based media lies in the accuracy of the materials provided and also on the attractiveness of the design interface [3]. Development or utilization of web in learning purposes referred to web-based learning [8].

Motivation in this research is reviewed by using ARCS approach developed by Keller. There are four main aspects in ARCS model, as indicators of student motivation aspects such as Attention, Relevace, Confidence and Satisfication. The fourth aspects will be parsed into sub-indicators to review the student's motivation for learning based on learning social network. This research provided solutions to the limited allocation of instructional time for achieving all the standards of learning objectives that must be mastered. Furthermore to see whether the students are motivated to follow the learning by using social network or not, whether the ASSURE model can raise learning experiences for the students or not, and whether learning system based on learning social network can facilitate student in the theoretical and practical learning or not.

RESEARCH METHOD

The research procedure is based on ASSURE as instructional system development models with 6 stages, they are: a) analyzing student (characteristics, prior knowledge and learning styles); b) establishing learning goals; c) selecting media, methods and materials suitable for learning; d) using the media, methods and materials in learning; e) encouraging student participation in learning; f) evaluating or revising.

This research had integrated web facilitated learning method which can be defined as the utilization of web in learning to help mastery of teaching materials which are not fulfilled at the face-to-face meeting. It also defined as giving supplement materials through web technology and its utilization more on assignment and evaluating, with some consideration, for example it must be adjusted with the characteristics of the subject courses that will be developed, as well as the availability of support facilities such as internet networks on campus [12]. This study had conducted since January to May 2015 during the first semester as many as 16 meetings on two courses with the number of samples were 24 students.

RESULT AND DISCUSSION

Before tested to the students, products and instruments must be firstly validated by experts to determine the quality of the products that have been developed. Following are results of the validation process.

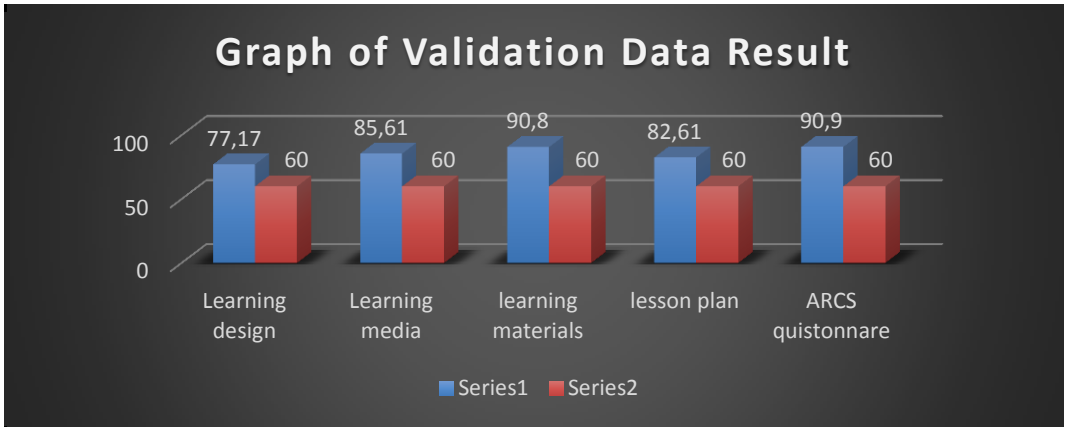


Figure 1. Graph of Validation Data Results

These data are shown that the developed products and instrumens have been valid because the given values from validators are exceed than the standards value established. The overall mean value as results of the validation 84.53% is valid criteria, thus it was concluded that products are able to be tested after making few revisions.

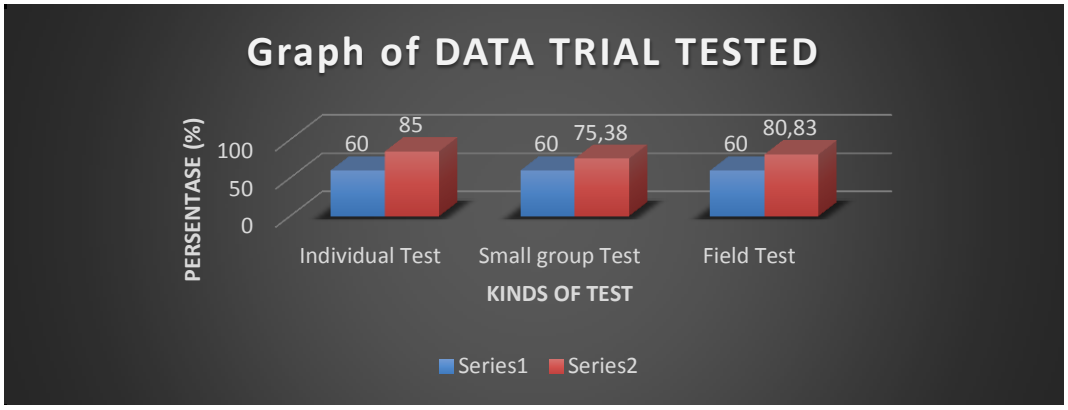


Figure 2. Graph Data of Trial Tested

Test was conducted to determine: 1) the effectiveness of the system of social network, 2) deficiencies that have not been detected during product development and 3) how far this learning system can facilitate student learning, either as individuals, small groups or larger scale. From all the data shown as test result on the graph obtained mean value of 80.40% was valid criteria then concluded that learning social network can be implemented for individual study, small group and field tets.

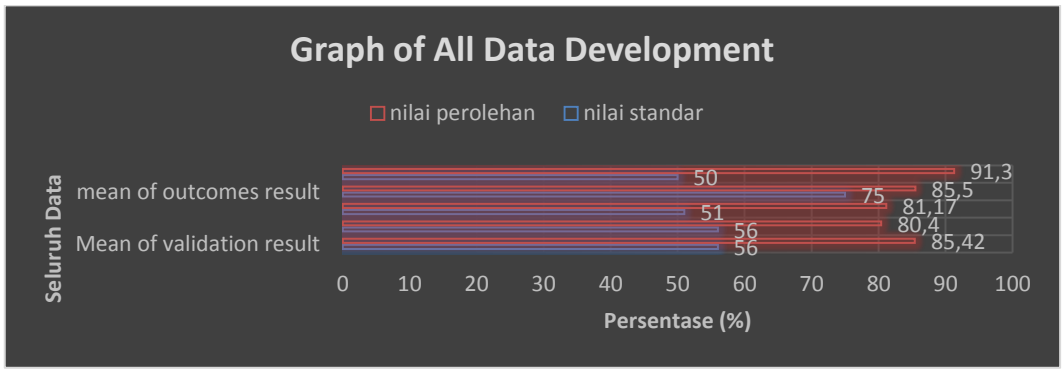


Figure 3. Graph of Overall Data Development

Development of learning system based on learning social network can be defined success if after implemented it had positive impacts on student learning motivation followed by an increase in achievement test. Student motivation is reviewed using the ARCS approach by firstly developed instrumens which can measure four aspects of attention, relevance, confidence and satisfaction. After questionnaire instrumens were distributed to 24 students. Results of the analysis are shown motivation data gained 81.17% meet the excellent criteria so it concluded that learning system based on learning social network had positive impacts on students's learning motivation.

Ideally students learning motivation is affected student learning outcomes, after data analyzed to the assignment, portofolio, midtest and posttest had obtained 85.50%. Overall student received grade exceeds than the standard value of 75. So it concluded that completeness learning system based on learning social network can facilitate all students for mastery learning course on media and learning model courses.

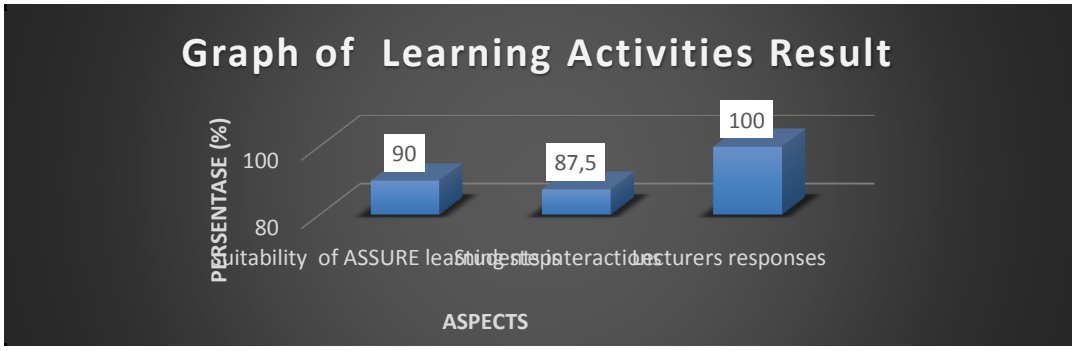


Figure 4. Graph of Learning Activities Result

Learning activities in the classroom are observed and assessed by an observer. Results of the data analysis had shown the value for each aspects, they are: a) the suitability of procedures in the learning system with the procedures of ASSURE (90%), b) the interactions of the students (87.5%) and c) reaction of teachers (100%). Mean acquisition value amounted to 91.30% included in very good criteria, so it concluded that learning system based learning social network succesfully implemented in the classroom during learning process.

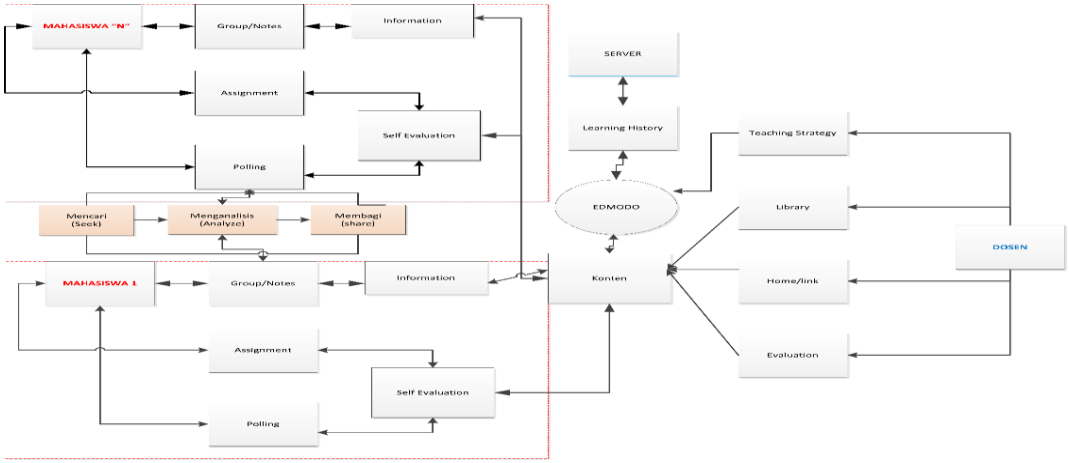


Figure 5. Main core of Learning Social Network in Learning System

During learning process, after lecturers had given some instructions for students to start learning by using learning social networks system. It found that the main cores or significant elements of learning social networks system are located in three aspects. First, students seek the learning materials as many as they found in web by clicking some hyperlink which contained many learning material sources. Second, after students collected it, then they tried to analyze the accurations each of its. Third, when they were sure that it was worthy, they directly shared to overall students in same group in order to discuss together. Lectures can observe everything students done in virtual class, also who are students were active in group it can be known.

After leraning process, interviews with lecturers and students are conducted to obtain more accurate data and assured the validity of the data that has been obtained, if there is data that has not been obtained from previous data collection. The process of selecting informants were randomized to avoid subjectivity in giving opinions. From interviews with lecturers, it can be concluded that the system of learning social network Edmodo after implemented during the study in class, had received positive responses from lecturers of the courses. This learning system is considered to have given the variation in learning and assist lecturers's role in learning activities. On the course Model of Learning, social learning Edmodo can be facilitating all the characteristics of students learning styles. Lecturers agreed that the implementation of system of learning system based learning social network Edmodo should be widespread on other subjects, which are not limited to subjects that discuss the theory and practice. The weakness of Edmodo when implemented can be solved by activating Whatsapp class group as a venue for discussion of student interaction.

From interview results with some of the students, it can be concluded that the system of learning based on learning social network Edmodo after implemented during learning in classroom had received positive responses from the students as subjects research. Learning using Edmodo felt closer to the ideal learning conditions, for examples learning can occur wherever they can be relax, learning is serious but focus, it became active learning, it made friendly lecturers, the atmosphere is became much fun and they can learn anywhere and anytime. The average students had previously used the web in learning, so they do not feel the difficulties and it made them excited about learning. Their spirits to learn are supported by Edmodo which facilitated their role in learning, because accessing to the materials can be done anywhere and anytime. Their motivation to learn had increased because learning can happen anywhere, they have ability to be the best because it must be assessed directly by friends and lecturers, gathering tasks should not be delayed because it would immediately caught by other students and lecturers on Edmodo system.

CONCLUSSION AND SUGGESTION

Conclusion

After products had been validated and tested then obtained some results related to the revision of product development. Revisions were done in design appearance aspect of user guide books and on the design of learning systems related to the number of objectives set. Some revisions were done based on consideration from the validator as effort to improve quality of product development. Studies based learning system of

learning social network are included: 1) the study of the suitability of the products with the function of e-learning, 2) assessment of congruency of products with supporting theories of learning system, 3) assessment of conformity of products with the ARCS motivation theories 4) study of the completeness of the product components to be regarded as a learning system.

As conclusion this research can answer the initial purposes to do this research and development, learning system based on learning social network are: a) successfully developed using ASSURE development model and produced learning system based on learning social network also has been implemented in the classroom in the learning process received positive responses both lecturers and students. b) it had positive impacts on learning outcomes and student's learning motivation. There is motivation increasing in terms of attention, relevance, confidence and satisfaction aspects. c) it proved to provide new learning experiences for students. d) it can facilitate lecturers in evaluating, monitoring and sharing information, while for students can assist in meeting their learning needs in terms of access to the learning materials and tasks collecting. e) it able to help students and teachers in the learning that are both theoretical and practical. f) it able to help students achieving all of the competencies in Instructional Media and Model of Learning courses for one semester.

Sugestion

As results, it can be concluded that the development of learning system based on learning social network with using ASSURE design model can be an alternative of learning source and can provide new learning experiences for students. Although the questionnaire test shown that products must be in accordance with the learning needs of lecturers and students, but there are still many aspects that can be developed. Some suggestions development are: a) content of Parents features is more developed in this study. This can help reports of student achievement to their parents's mobile devices as an evaluation. This suitable for lower levels of education (elementary school-high school). b) Planner feature to schedule agendas is more maximized in learning activities. c) Animations and simulations are more uploaded in the Library in order to learning became more interactive and attractive to accelerate the achievement of learning goals. d) Edmodo notifications account are synchronized on each students’s gadgets which can be directly received such as email notifications. e) for further researchers are recommended to measure the effect or the effectiveness of the utilization of learning products developed for student outcome. f) lecturers and students are suggested to apply learning social network in other courses.

References

Batsila, M., & Tsihouridis, Ch. (2014) "Entering the Wev -2 Edmodo World to Support Learning: Tracing Teacher's Opinion After Using It in Their Classes".*International Journal of Educational Technology (IJET),*Vol.9, Issue I (2014), pp.53-54.

Degeng, I. N. 2013. *Learning Sciences*. Bandung: Kalam Life Press.

Houston, D. 2002. *Selecting Media for The Diverse Classroom. Florida*: Florida Department of Education

Joosten, T. 2012. *Social Media For Educators*: Strategy and Best Practice. San Francisco: John & Willy Sons.

Mahfuddin, A. 2013. *The effectiveness Edmodo as Media Supporting Basic Education in SMK 1 Majalengka*. Bandung: Indonesia University of Education.

Prawiladilaga, D.S. 2007. *Principles of Learning Design*. Jakarta: KencanaPress UNJ

Pribadi, B. 2009.*Model Learning System Design*. Jakarta: Dian People.

Rusman, 2011.*Model Innovative Learning*. Bandung: Grafindo.

Setyosari, P., Sihkabuden. 2005. *Learning Media.* Malang: Eagle Press Smaldino, ES 2011. Instructional Technology & Media For Learning 9th edition. Jakarta: Kencana Press

Sudibjo, A. 2013. *The use of the E-Learning Media Physics Based Learning Blog Edmodo Education In Optical Materials to Enhance Response Motivation and Learning Outcomes Students at SMP Negeri 4 Surabaya*. Journal of Physical Education Innovation. 02 (03): 187-190.

Sutopo, 2010. *Blended Learning An Alternative Model Learning of Undergraduate (s-1) Education for Teachers*. Papers FKIP PGSD. Surakarta: University of Surakarta.

Utami, Deka Dyah. 2015. *Development of Learning System Based on Learning Social Network Viewed From Motivation of Student Master Program TEP UM 2014*. Unpublished Thesis. Malang: UM PPs.

STRATEGIC PLANNING FOR THE DEVELOPMENT OF INTEGRATED EARLY CHILDHOOD EDUCATION INSTITUTIONS

Sri Wahyuni
State University of Malang
Email: go.green99@gmail.com

Abstract: The research was designed using multi-site design at three early childhood education in Malang. The study showed on the strategic planning process, including the process of preparing the vision, mission, context analysis, and form of organizational strategy. Using an inductive analysis techniques, Data were collected using the method of observation, study documentation, and depth interviews with principals, teachers, and parents. The results showed that (1) the institution of early childhood has conducted a process of strategic planning, which started with the formulation of the vision and mission by the principlas, then it was discussed with the teachers, committees, and foundations. The vision and the mission disseminated through meetings, writing, songs or chants in the school; (2) The institution also conducted context analysis through the SWOT analysis to identify weaknesses, strengths, threats, opportunities of institutions. Based on analysis of the result, it was found that the most influential aspect of the organization services was human resource aspect and partnership with the community; (3) The strategic phases conducted to improve the quality of service agencies were a) the institution created a special service; b) the institution developed to build the educators that can serve as a model for their student; c) the institution created an innovation to improve the quality of service; d) the institution implemented an efficient and effective management with the integrated service model; and e) the institution developed networks with stakeholders and surrounding communities. This strategy was formulated in a participatory, involving all elements of the school and the foundation in a special meeting forum. It is suggested that any early childhood institutions should develop a vision-mission and socialize to all members; perform context analysis; and develop the strategic phases to improve service quality.

Key words: strategic planning, developmental, integrated early childhood education institution

The current facts indicate that the implementation of the Early Childhood Education (ECE) in Indonesia still faces many challenges in terms of the range and types of services, which are not yet taking the integrated service model and are less professional in terms of quality management. Of the approximately 28.9 million children on their early childhood years, only about 15.4 million who have gained early childhood education services (Kemdikbud, 2011); and thus, the government is targeting a GER (Gross Enrollment Ratio) of 72.90% in 2014. The problems have made the government to issue an integrative holistic Early Childhood Education policy or integrated Early Childhood Education as well as to eliminate the dichotomy between early formal and informal Early Childhood Education pathways. The General Directorate of Non-Formal and Informal Early Childhood Education has issued a policy that by 2014 the number of Early Childhood Education institutions will be doubled to 1,000 (Kompas.com, 2012). The policy implies for the proliferation of Early Childhood Institutions in the community. According to data by HIMPAUDI Malang, there have been more than 275 Early Childhood Education institutions in Malang in 2013, some of which are listed as integrated ones. The level of competition among institutions is getting higher and the demands of improving the quality of service shall be taken much into account in order to gain the trust of the community to come to growing number of children attending Early Childhood Education and positive impact on improving GER.

The Early Childhood Education institutions need to be proactive in competing to provide educational services to increase the number of community participation in early childhood services. The key to successful education in the competitive environment is to create innovative services and marketing activities and to develop greater expectations on education (Wijaya, 2012: 2). According to the research by Mihaela (2011) on the development of organizations, in kindergarten institutions, managers of these institutions need to use strategic planning based on the vision and mission of the organization as to avoid stagnation and involution, when operating under a strong environmental influence. In line with these findings, the study by Khoiriyah (2008) also proves that strategic management is able to improve the quality of education.

Some experience of companies has also demonstrated the effectiveness of strategic planning. Companies that have increased levels of competition by offering higher-value products to consumers are more frequently to generate above-average earnings (Michael, 1997: 15). As experienced by Kodak Company, that the strategic management developed by the founder, George Eastman, has been able to make the company as one among the top 25 companies in the United States. Similarly, Sony Company managed to become a pioneer in the field of electronics, hoping the products to present in every home, and it implemented the strategic planning (Dirgantoro, 2001: 22). In response, the Early Childhood Education institutions need to implement strategic planning in order to increase participation and customer satisfaction. Moreover, according to the study by Cadwell (2005), Early Childhood Education has not done much on leadership, managerial, and supervision.

Therefore, the study on strategic planning development of Early Childhood Education institutions is indispensable and it can be started from the three Early Childhood Education institutions that have been considered able to manage the institutions properly so they develop rapidly and receive such positive response from the public, namely Early Childhood Education institution Restu 2, As Salam, and Pelita Hati. The three institutions are in a position of competition, but they are able to survive and have developed into a favorite early childhood institution. One indicator of development of these Early Childhood Education institutions is evident from the number of students. The number of students oming to these three institutions have continued to grow that new students have to made reservation beforehand. These institutions also analyse opportunities, threats, strengths, and weaknesses to make improve their performance. Such carried out by the Integrated ECE Institution Pelita Hati attempting to use the opportunity to establish a childcare based on the requests and needs of parents. The three institutions also have clear and well-executed vision, mission, and objectives described in the work program of the school. Based on the afore-mentioned rationale, this study is important to identify the strategic planning in these Early Childhood Education institutions, which include (1) the process of developing the vision and mission of the institution; (2) the process of environmental analysis; and (3) the preparation of the strategic planning for the development of the institution.

METHOD

This study aims to develop a theory based on in-depth study and interpretation of the phenomenon in the field on strategic planning for integrated Early Childhood Education

institutions as part of the focus of the dissertation developed by the researcher. Then, the relevant approach to the research is qualitative (Lincoln & Guba, 1985, Creswell, 1994 and 2009; Ary, *et al.*, 2002; Patton, 2002; Johnson & Christensen, 2009; Moedzakir 2010) with multisite study design.

The study was conducted in three integrated Early Childhood Education institutions in Malang. The three institutions are Restu 2, As Salam, and Pelita Hati. These institutions are very suitable for this study because (1) they show a significant growth both in terms of number of students, infrastructure development, and quality of service; (2) in the preliminary study, the researcher found the forms of implementation of strategic planning, as they have vision and mission, and exercise it with their program planning customized with the available resource; and (3) they welcome the researcher and her plan very well. Within this study, the researcher acted as the main instrument (Creswell, 2009; Lincoln & Guba, 1985), as she was present in the research sites and conducted in-depth interviews with the participants. She also conducted participatory observation of phenomenon at the sites. Key informants in this study were twenty-one people consisting of three principals, three administrative staff, six teachers, and nine parents. Selection of the data source was based on the argument by Spradley that an informant should be selected from those who are able to provide as much information as possible related to the focus of research.

Data collection was done using in-depth interviews, observation, and documentation simultaneously. In conducting in-depth interviews, the researcher followed the steps proposed by Lincoln and Guba. Interviews with key informants were conducted simultaneously in accordance with the type of data to be collected. In-depth interviews were conducted using open interview guideline. Observations were made on the situations at the sites. Documentation intended to obtain data related to the identity, background, and profile of the institutions, management and development activities in the institutions, extracurricular activities, student achievement data, and the data of students, teachers, and other relevant data.

Data analysis was carried out with inductive analysis, which included site analysis and cross-site analysis (Bogdan & Biklen, 1982). Site analysis was done to each of the sites individually. Process analysis in the individual site was done by taking into account the theory proposed by Miles and Hubermas (1984), Bogdan and Biklen (1982), which started since or along with the research process, including data reduction, data display, and verification.

Cross-site analysis refers to the integration of findings resulting from the three research sites, such as the results of the analysis or findings in Restu 2 combined with the results of the analysis or findings in As Salam, to generate new findings. Based on the findings generated at the first site, provisional findings were formulated. Furthermore, these findings were analyzed through the findings obtained in the second and third sites. The findings supported by the findings obtained in the second and third sites were appointed as a theory or research findings. Credibility test was done through various ways such as extension of observation, increasing accuracy, triangulation, discussions with colleagues, negative case analysis, and member check. Transferability test was conducted by exposing as much detail as possible about the research setting that the true extent of the research results could be transferred or applied to other

environments. Dependability test was done by showing the whole process of research ranging from formulation of the problem, determining participants, data collection, data analysis, to test the validity of the data.

RESULT AND DISCUSSN

Each institution or organization has their vision and mission, which is very important, as the vision and mission of an organization represents the goals to be achieved. Therefore, the vision and mission of the organization should be clearly defined and understood thoroughly by the organization's members. Educational institution also requires the formulation of a clear vision and mission. Based on the interview with the school principals, it was concluded that each institution has a clear vision and mission. The vision of these institutions is to educate children in their early years to be the best generation. The institutions have formulated various operational measures in the form of mission, so the vision formulated operationally can be implemented by the intitutions well. The three institutions have similar vision, but the statements of the vision by the three institutions are very different. The different statements are due to differences in the process of formulation.

The vision and mission of the three institutions is not derived by the previous leaders and is not passed on generations; yet, it is the transformation of the previous mission vision, developed and formulated in accordance with the need of time. The principal of Restu 2 explained that development of the vision and mission was through a certain process, as follows.

The vision and mission of the school has undergone several changes, not much anyway. Like, for example, I simply added the word ‘ healthy and smart’ in the vision.” Draft of mission and vision was initiated by the school principal and then discussed with the teachers. Input and approval was given, and then the draft was submitted to the foundation.

The process of drafting the vision and mission was also carried out by As Salam. According to the principal, the vision and mission statement is the improvement from the previous vision statement of the previous principal, when I was appointed principal, I improved the vision and mission. Changes in vision and mission were not done by the principal himself, but involved the school staff as well, through discussion and socialization to the foundation and related parties. Each teacher and the foundation has the right to provide advice and input during the formulation. Based on the explanation on the process of preparing mission and vision of the three institutions, it is evident that the principal has an important role in the process of drafting the vision and mission. The school principal has a major contribution in preparing the initial draft of the vision and mission. The statement is generated, and is then discussed with certain parties concerned, such as teachers and the foundation, in a meeting forum. The foundation usually gives full authority to the school to formulate a vision and mission. However, the foundation also provides support and advice to the school in accordance with the vision and mission of the foundation.

Vision and mission is not just a slogan or motto. Vision and mission is an activity that must be done by an organization to achieve the desired goal. Thus, the vision and mission should be known by all parties concerned. It should be comprehensively realized by ECE

institutions, as the information given by the principal of As Salam as follows, " ... all teachers must understand and know about the vision and mission of the school, because the teachers are the frontier in the practice..." Steps taken by each institution in disseminating the vision and mission vary. The socialization process starts since the beginning of the formulation, when the principal conveys the vision and mission to the teachers and the foundation. It is an attempt to tell the responsibility of the school. This is intended to provide opportunities for all teachers to understand the vision and mission of the school. The process of socialization to all the teachers can help them to understand the vision and mission of the school. The institution has outlined a vision of the school in a series of missions that continue to be disseminated to the teachers, so that they can be properly understood and implemented.

The understanding of teachers on the vision and mission of the school is reflected in the ability of teachers to carry out the work of teaching and of communicating with parents. Take an example, when the teachers realize that the school' s vision is to produce healthy, intelligent, and independent generation, they will guide the children in accordance with the goal. As pointed out by a teacher at Restu 2, " ... I always present myself cheerful in front of the children, be a good listener for them, so that they grow to be intelligent and brave. I show them how I trust them, giving them chances to do what they want to, and this way I am teaching them to be more independent and responsible…"

The socialization process continues to parents, board of trustees, and school committee, and even children through songs and chants. The vision and mission of the school is written on announcement boards and around the school as to continue disseminating it. In Restu 2, the vision and mission is written on the school entrance as to inform everyone coming to the school on the vision and mission. The vision and mission also presents on brochures or leaflets used to promote the school. Socialization through slogans or songs is usually directed to children, in order to help them understand the vision and mission well. As Salam itself has created yells and songs in order to introduce vision and mission of the school to the children. Here is the chant developed to introduce the vision and mission of the school, *TK As Salam Taqwa, Cerdas, Mandiri. Aku senang sekolah di As Salam*.

After formulating the vision and mission, then the school proceeds with environmental analysis. Environmental analysis is a process of environmental orientation, which aims to identify opportunities and challenges as well as strengths and weaknesses that affect the ability of the institution to achieve its objectives. The purpose of this environmental analysis is for the institution to anticipate any changes in the future to realize the success of the institution. Environmental components analyzed include external and internal environment of the institution. In general, the results of the analysis of internal and external environment are grouped based on the strengths, weaknesses, opportunities, and challenges from the aspect of human resources and partnerships with the community. Both aspects have dominant influence on the institution. Human resources related to realizing the goal of the institution is training and workshop or seminar often followed by the principal, teachers, and administrative staff, in accordance with their fields. The other strength is the clear division of work among teachers, in which each teacher has a clear responsibility in performing their duties.

The diversity of qualifications of teachers becomes one of the weaknesses for the institution, that many teachers have not been certified a bachelor diploma on ECE as required by the current law. Interpersonal relationships between teachers and staff are very good and become such a great opportunity for the institutions because these relationships can create conducive and pleasant working environment. Each institution applies the principle of 3S (*Senyum, Salam, Sapa*) or smile and greet, and every teacher and staff practice this in their daily life. School relationship with the community is strength of the school as well. Community contribution towards the schools is visible from the public support given to all school activities. The involvement of parents in school activities also becomes the next strength of the institution. Through community activities, parents, or school committees, guardians can give advice for the progress of the school. However, not all parents have plenty of time to take part in school activities; even some parents completely trust the school to educate their children. This is the weakness of institutions, in addition to parents' lack of knowledge and insight about early childhood education.

Cooperation with local agencies, professional organizations, and relevant NGO also becomes an opportunity for the development of the institution. The cooperation is in the form of training, development cooperation, development programs, and financing. As performed by the three institutions, cooperation is built with related agencies such as the department of education, tourism agencies, police, and relevant NGOs. The school principal of Restu 2 explained that the main activity was to take the children out of school, such as to Jatim Park, to the station, or to the agricultural offices.

The principal usually does this analytical work, and then a draft is ready to be taken into a meeting or discussion forum. Understanding of the vision and mission of the school is always discussed at the beginning of the discussion or meeting, as stated by the principal of As Salam as follows, ... every teacher and staff know very well about the vision and mission of the school, and are very familiar with the duties and responsibilities of each. The first step taken by the principal in formulating the strategy is to develop a concept of school development. This is consistent with the description given by the principal of As Salam as follows. Before the meeting to prepare the work or program, I first create the initial concept to bring to the forum, and the discussion will focus on that matter. We find it difficult to discuss if there is no initial concept. Therefore, I have to prepare everything in advance. After the principal prepares the initial draft, then planning through meetings of teachers and staff to discuss the concept are to be arranged. Every teacher and staff attending the meeting shall give advice or respond to the concept proposed by the principal. The initial concept formulated by the principal make teachers become more active to argue. Each concept that has been developed is studied together to seek advantages and drawbacks.

The maximum engagement has leads to high participation of each teacher and staff. Teachers can contribute ideas in order to enhance strategic concept created by the principal. Participatory process of strategy formulation is capable of producing multiple formulations on the development strategy of early childhood institutions. The strategic steps taken by the institutions in order to improve service quality and maintain the existence of institutions are as follows; (a) highlighting the uniqueness and distinctiveness as a brand identity; (b) building the character of the teachers as a role

model for children; (c) developing innovative programs to improve the quality of service; (d) implementing integrated ECE service models for management effectiveness; and (e) establishing cooperation with relevant stakeholders and surrounding communities.

Results of this study have shown that these ECE institutions have implemented strategic planning with specific steps, beginning with the formulation and dissemination of the vision and mission of the school. This is consistent with the theory stating that the steps to be taken in implementing strategic planning in education is to use the four components of strategic management (Kusmana, 2009), as follows: (1) analysis of potential and profile of the educational unit to identify strengths and weaknesses; (2) analysis of the environment to identify opportunities and threats in implementing educational services; (3) establishing the vision and mission based on the analysis of the potential and the environment as a reference in the management of educational unit; and (4) establishing the necessary strategies to improve school performance in achieving the vision and mission of the school.

The initial steps taken by the institutions are very appropriate because vision for an organization or institution plays an important role. Vision can be used to describe how the organization should look when it works well (Lonnie, Helgeson, Personal communication, 1986). Vision is also a future state that is still abstract, but it is a conception that can be seen by any person (Salusu, 1996: 130). This means that vision is a thought that transcends the current reality, things, or circumstances created, that did not exist previously and will be realized by all members of the organization. Vision gives picture of the condition to be achieved by the organization in the future. Given the importance of the existence of vision for an institution, then Bryson (1995: 65) argues that vision provides the basic framework of the description of the organization in the future.

After formulating the vision, then the next step is to formulate the mission. The position of the mission is as important as vision because according to Sharplin (1985) mission is a description of what is to be achieved and for whom. Meanwhile, Pearce and Robinson (1988) state that the mission of the organization is a fundamental and unique objective that show the difference an organization with other similar organizations and identify the extent of the organization. Based on the view, mission is then a reason for the existence of an organization, in this case the reason for the existence of the school, because the school as an organization has a special need to communicate the mission and articulate the objectives, targets, and measures as the basis for performance evaluation. Vision owned by these institutions can classified as an inspirational vision because it has the following characteristics: (a) focusing to a better future, which is to realize quality generation; (b) to encourage the hopes and dreams to build bright, healthy, and faithful children with good morality; (c) developed based on the reinterpretation of history and culture to attract ideals and common values of the organization; (d) explaining the directions and goals of the organization; (e) Stating that positive results to achieve; (f) emphasizing the uniqueness and distinctiveness of the competence of the organization; (g) emphasizing the power of a united group; (h) using the image, imagination, and the metaphor of the words; and (i) communicating enthusiasm and excitement and fostering commitment and dedication.

While the mission of each institution is also effective because it reflects the institution' s goals, values, and ideals oriented in the future. As Kotler (1987) states mission is a statement about the organization' s goals in the products and services offered, in the needs to be addressed, in the people it serves, the values of which can be obtained, as well as the aspirations and ideals in the future. Preparation of the institution's mission has met the five essential elements in defining the mission of an organization, namely (1) products or what services will be offered—children' s education, higher education, and others; (2) a product or service being offered can meet certain requirements or even is being sought as it is not widely available or has jut available; (3) the mission must clearly state on which public will be served; (4) the quality of goods or services to be offered; and (5) the future desired aspiration. The mission is sated by each institution in a statement, such as the one in As Salam " to provide guidance to the students to become independent, disciplined, and responsible human beings." Assessed based on the five elements then (1) it has been describing the types of services offered, that is guidance in early childhood; (2) it indicates that the services to be provided will be able to meet the needs, namely producing quality generation of the nation; (3) it indicates unequivocally that the public being served is children; (4) the quality of services provided is also implicitly stated, that is the guidance which could produce an independent, disciplined, and responsible human being; and (5) it reflects the aspirations of the desired future generations or the creation of an independent, disciplined, and responsible human being. Likewise, the mission developed by Restu 2 and Pelita Hati, each contains the five prerequisite elements for an effective mission statement.

Vision and mission that formulated need to be disseminated to all members of the institution. It is important that all members of the institution are able to understand the meaning of the vision and mission and to implement the vision and mission. The school principal has an important role in the process of drafting and dissemination of the vision and mission of the institution. The school principal has a major contribution in preparing the initial draft of the vision and mission. This is in accordance with the principle of transformational leadership which says that transformational leadership must be able to interpret and share clear vision for the organization so that the followers will accept the leader' s credibility. The characteristics of transformational leadership has also indicated the importance of the role of the principal in the process of drafting and dissemination of the vision and mission, that a transformational principal should be able to perform the following activities: (1) declaring clear and interesting vision; (2) explaining how to achieve it; (3) acting in secret and being optimistic; (4) showing the confidence of the followers; (5) using dramatic and symbolic actions to highlight the important values; (6) leading by example; (7) giving authority to the people to achieve the vision (MN. Nasution, 2000).

Many ways can be exercised by ECE institutions in disseminating information about the vision and mission of the school including through meetings or discussion forums, presentations, writing (on the school walls all around the school), and brochures or flyers, as well as through songs. This means that in order to socialize vision and mission, it is necessary to ensure that the vision and mission of the institution can be received and understood by all parties within the institution, be it educators, parents or guardians, foundation, children, as well as the surrounding community.

After formulating and disseminating the vision and mission, then the school proceeds with environmental analysis process to identify strengths, weaknesses, threats and opportunities it has. All aspects are properly identified and studied through meetings and deliberations. This analytical work is usually preceded by the principal, by preparing a draft of analysis results, further results are taken into a meeting or discussion forum. What is done by principal, in the concept of strategic planning, turns into a regular activity, because strategic planning is a series of fundamental decisions and actions made by the top management and implemented throughout the organization in order to achieve the objectives (Hunger, 2011: 21). This means that the role of top management determines the long-term direction and performance or achievements of the organization through the careful formulation, proper implementation, and ongoing evaluation on the strategy that has been set.

However, the principal does not take a unilateral decision; there is a participatory process conducted through deliberation. This consultation process always begins with an understanding of the vision and mission of the school. If every member of the institution can understand the vision and mission well, then every member of the institution will have a sense of belonging and be responsible to realize the vision of the mission. The environmental analysis process is a first step to build a development strategy. Strategic planning or strategy formulation is the stage where executive planners formulate organization' s vision, mission, organizational profiling, identify opportunities and threats external to the organization, analyze alternative strategies, establish long-term goals, and choose the major strategy. Potential management tool to aid analysis of the opportunities and threats is the SWOT analysis (strength, weakness, opportunity, and threat) (Sagala, 2003: 133).

The results of the study indicate that these ECE institutions also carry out a SWOT analysis; thus, it can be concluded that the most influential aspects in the process of institutional development is human resources and partnerships with the community. As in the preparation of the vision and mission, the environmental analysis process is participatory, involving the role of educators and staff in ECE institutions. However, the principal remains the first initiator to motivate the members of the institutions to provide suggestions on the draft formulated by the principal. In the context of strategic planning, environmental analysis is an activity that determines the strategy formulation process, in order to formulate strategies in accordance with the potential of the institution.

Strategy formulation process is participatory by involving all parties in the school and the owner of the institution and the foundation or other stakeholders. However, the principal has the great role, especially in encouraging educators and staff to participate in the development of ECE institutions. The school principals in this study were able to take an effective role for the progress of the institution, to cooperate and collaborate with various parties. This is consistent with the statement by Brown (2005) that in order to achieve a strategy that has been established by the organization in order to have a competitive advantage, then the leaders and operational managers must work in a system in the process of strategic planning. Leadership in the process of formulating strategy in here is in accordance with the opinion by Marjory Ebbeck, that leadership role is (1) as the one who builds and delivers the philosophy of vision and mission; (2) as the one who delivers (teaches, does) quality of service; (3) as a professional who continuously

encourages all members to do the same; (4) as the one responsible and supportive to children, parents, staff, profession, and the general community; (5) as the one who builds collaborative and cooperative style of leadership; (6) as the one who is sensitive and responsive to changing needs.

In order to improve the quality of education services, sustainable and meaningful effort should be developed such as integration of curriculum, utilization of information and communication technology in learning, improving the quality of teachers and education personnel, procurement of various educational infrastructure, and networking with other educational institutions or the world of industry. Other strategies are (a) highlighting the uniqueness and distinctiveness as a brand identity; (b) building the character of the teachers as a role model for children; (c) developing innovative programs to improve the quality of service; (d) implementing integrated ECE service models for management effectiveness; and (e) establishing cooperation with relevant stakeholders and surrounding communities.

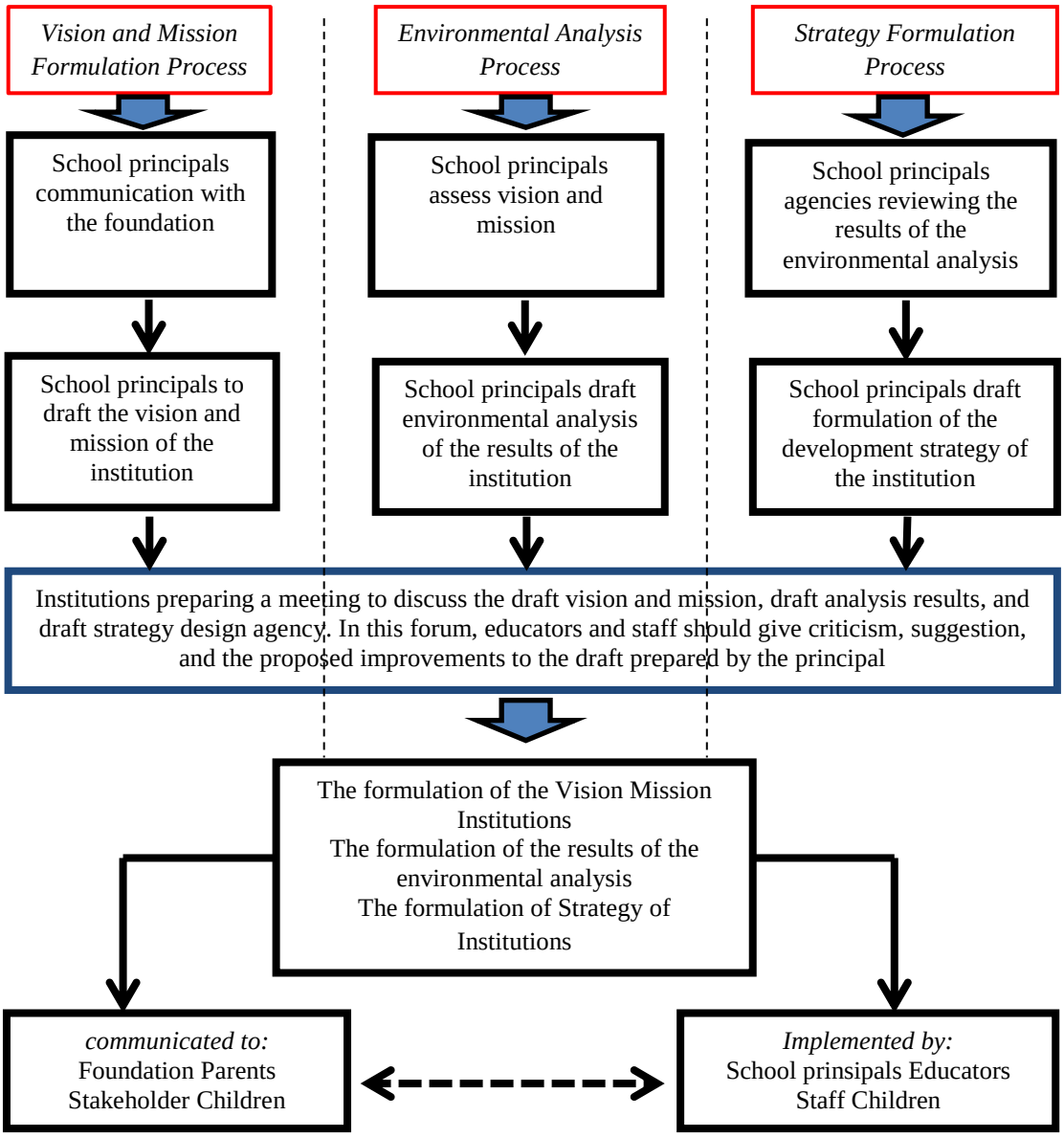
Among these strategies, building character of educators becomes the focus of attention of the institution. This is because educators are the key that determine the quality of service. Interests, talents, abilities, and potentials of children will not develop optimally without the help of a teacher (Mulyasa, 2006: 35). Furthermore, teachers are as caregivers, to be an example and mentor for the children (Lickona, 2012: 111). As an example, of course, what teachers do and their personality will be under the spotlight of children as well as people around the environment (Mulyasa, 2006: 46).

An educator with strong character will be able to transmit the noble values to children, such as honesty, discipline, responsibility as stated by Lickona (2013: 74) that among moral values taught at schools is honesty and *amanah*. *Amanah* means responsibility for what one carries, keeping promises, carrying out orders, fulfilling justice, and following rules and regulations (Prayitno, 2003: 281). The strategy is developed by the institution in accordance with the opinion of Michael G Fullan (in Suyanto, 2000) stting that there is effort to attract parents to send their children, including the following actions. First, it is improving the quality of educators, because the quality of teachers is directly related to the quality of educational services provided by means of involving educators in independent or state-based training. Interests, talents, abilities and potentials of the children will not develop optimally without the help of a teacher (Mulyasa, 2006: 35). Second, it is optimizing the potential of parents and it requires good communication with parents. Existing problems should be discussed with the community as to increase community participation. Third, it is about making competitive advantage through school programs to distinguish with other schools, such as managing foreign language skills, memorizing the Qur' an, honing IT skills, as well as some alternatives in making differentiation. Fourth, it is establishing partnerships with other institutions, community participation, and agencies outside the school to support school improvement. Fifth, it is optimizing the use of information technology to provide ease of access to information needed by the community or parents.

A quality improvement strategy by creating uniqueness or competitive advantage is a strategic move to create school identity (brand identity). In the theory of education services marketing strategy, this strategy is good because, according to Kotler (2000: 48),

a product or service is everything that can be offered and purchased by the market, and so it must have a value that corresponds to the needs of the buyer.

Strategic planning process described above is the first step on the strategic management process in general. However, the strategic planning process in this study can be considered as micro-level planning in terms of scope because it occurs at an institution level. Briefly strategic planning process conducted institution can be described as follows



CONCLUSION

Based on the afore-presented explanation, it can be concluded that this study has been able to answer the research problem that is the development of strategic planning in Early Childhood Education institutions. There were three stages carried out during the process. First, it is the process of drafting the vision and mission of the institution. Each institution has to have vision and mission in accordance with the criteria set up. Then, they go through socialization of the vision and mission to all members of the institutions, parents, and stakeholders, through various activities

such as meetings, presentations, counseling, announcement, as well as through songs taught specifically for children. The formulation of the vision and mission is carried out in a participatory manner pioneered by the principals through consultation activities. Second, it is the process of environmental analysis. It is also conducted participatory, through meetings and SWOT analysis to find weaknesses, strengths, opportunities, and threats the institutions may have or face. This process involves all members of the institution, but the principal plays a role as the major initiator in the formulation. Two aspects with a very big opportunity and strength for the institution are human resources and partnerships with outside parties. Third, it is the process of formulation of the strategy as the final step in the strategic planning, conducted in a participatory manner that is supported by many parties, including the principal, teachers, and parents. There are five strategies developed by the institutions, namely: (a) highlighting the uniqueness and distinctiveness as a brand identity; (b) building the character of the teachers as a role model for children; (c) developing innovative programs to improve the quality of service; (d) implementing integrated ECE service models for management effectiveness; and (e) establishing cooperation with relevant stakeholders and surrounding communities.

References

Ary, D., Jacobs, L. C., Razavieh, A. 2002, *Introduction to Research in Education*. Sixth Ed. Belmont, CA: Wadsworth, Thomson Learning.

Brown, C., Lisa, A., & John, W. 2011, Introduction: Crossiy Boendaries and CollidingWorld: The Polities of Prekindergarten Education, *Journal Educational Policy*, 25 (1):3-8: SAGE.

Creswell, J. W. 1994, *Research Design: Qualitative & Quantitative Approaches*. Thousand Oaks, CA: Sage Publications, Inc.

Creswell, J. W. 2009, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, Third Edition. Thousand Oaks, CA: Sage Publications, Inc.

Dirgantoro. C. 2001, *Manajemen Stratejik: Konsep, Kasus, dan Implementasi*,Jakarta: Gramedia Widiasarana.

Ebbeck, M., & Waniganayake, M. 2003, *Early Childhood Professionals: Leading Today and Tomorrow*, Sidney: McLennan & Petty Pty Ltd.

Hunger, J. David., Thomas L., Wheelen. 2011, *Essentials of Strategic Management*, Boston:Pearson

James, A. and Andrian, L.J. 2012, *Studies in Childhood and Youth*. England: Macmillan Distribution. Ltd.

Jatmiko, R. 2003, *Manajemen Strategik*, Malang: UMM Press.

Johnson, B. & Christensen, L. 2009, *Educational Research: Quantitative, Qualitative, and Mixed Approaches*, Second Edition, Boston: Pearson.

Kemdikbud, 2011, *Rencana Strategis Pendidikan* (http://www. kemdikbud.go.org)

Kompas.com-13 sept 2012, *Jumlah PAUD Terpadu Akan Dilipatgandakan.* http://www. kompas.com. Accessed on October 9, 2012.

Kotler, Phillip. 2000, *Manajemen Pemasaran Jasa: Teori dan Praktek*. Alih bahasa Hendra Teguh, Roni A. Rusli, Jakarta: Prehallindo

Khoiriyah, M. 2008, *Manajemen Strategis Peningkatan Mutu Pendidik*: Studi multikasus pada MAN Tlogo Blitar, SMAN I Blitar, Upublished thesis, Malang: PPS UIN

Kusmana, S. 2009, *Manajemen Strategik dalam Mengelola Pendidikan* http://suherlicentre.blog spot.com/2009/06/manajemen-strategik-dalam- mengelola.html

Lickona, T. 2013, *Educating for Character: Mendidik untuk Membangun Karakter* Diterjemahkan oleh Juma Abdu Wamaungo. Bandung: Remaja Rosdakarya

Mihaela, S. 2011, *Program Pengembangan Organisasi di Lembaga Pendidikan Pra Sekolah (An Organizational Development Program in The Preschool Educational Institution)*. Artikel diakses dari www.science-direct.com

Miles, M.B. & Huberman, A.M. 1992, *Analisa Data Kualitatif*. Terjemahan Tjetjep Rohendi Rohidi. Jakarta: UI Press.

M.N. Nasution. 2000, *Manajemen Mutu Terpadu*. Jakarta: Ghalia Indonesia

Moedzakir, M.D. 2010, *Desain dan Model Penelitian Kualitatif: Biografi, Fenomenologi, Teori Grounded, Etnografi, dan Studi Kasus. Saduran dari buku Qualitative Inquiry and Research Design: Choosing Among Five Traditions*, oleh Prof. John W. Creswell, copyright 1998, diterbitkan oleh Sage Publications, Inc, Malang: FIP UM

Mulyasa, L. 2006, *Menjadi Guru Profesional: Menciptakan Pembelajaran Kreatif dan Menyenangkan*, Bandung: Remaja Rosdakarya

Prayitno, I. 2003, *Kepribadian Muslim: Panduan Bagi Da'i dan Murabbi*. Jakarta: Tarbiatuna

Sagala. 2009, *Manajemen Strategik dalam Peningkatan Mutu Pendidikan*, Bandung: Alfabeta.

Wijaya, D. 2012, *Pemasaran Jasa Pendidikan: Mengapa Sekolah Memerlukan Marketing?* Jakarta: Salemba Empat.

IMPLEMENTATION OF HUMANIST LEADERSHIP CASE STUDY IN PRIMARY SCHOOL

Ifit Novita Sari
Postgraduate Student at State University of Malang
Email: vita_ifitnovitasari@yahoo.co.id

Abstrak: This study examines the implementation type of leadership such as charismatic, paternalistic/materialistic, and democratic leadership in the process of character building for the students in primary school. They have a long-term goal to find the concepts of fit and proper especially for teachers in order to establish the students' character. This study used a qualitative approach with case studies; with the main informants are the teachers. The research location is deliberately chosen the school based on religion because the writer want to prove whether every teacher in the school are implemented the type of charismatic, paternalistic/materialistic and democratic leadership in the process of learners' character building. The results of this study are (1) every teachers have the different type of leadership, (2) in the implementation of leadership the teachers adjust the parenting style that they did in the school, (3) the type of paternalistic/maternalistik leadership is maintained by teachers in positioning themself as a parents at school, furthermore, democratic leadership is implemented by positioning themself as a partner for their students, while the charismatic type is showed by the teacher as a role model for learners.Please type your abstract here (200 words maximum). The abstract should sum up the issue addressed, the methodology used and the major findings of the paper. It should be composed of only one paragraph. No indentation of paragraphs.

Keywords: teacher, character education, type of leadership

Many ways need to be done to improve the structure of the moral life of the nation which begins to degenerate, ranging from fundamental changes in the national curriculum of this nation to the internalization of the character education in each subject in school. The government has also begun to intensify character education as one of the strategic policy of national education, considering the character education is something that cannot be separated from national education goals of this nation.

Educational character of the nation has a strategic role carried out by the government through schools, communities and families to build character and dignifying-noble civilization in order to educate comprehensive nation life based on Pancasila and the Constitution of 1945 (Directorate Team of Primary Schools, 2012).

Quality characters need to be established and nurtured from an early age, because early childhood is a critical period for the formation of a person's character. Failure planting a character from the early age will form his mature personal problems later. Additionally, instilling moral to the younger generation is very appropriate way and strategic.

Instilling moral, through character education as early as possible to children is the key to building the nation. Character is not something innate that cannot be changed again as fingerprints. It is a fact that cannot be denied, that the personality and character of the children generations of this nation emerge from family upbringing as the laying of the first education that gives the values of personality such as discipline, cooperation, kindness, honesty, solidarity, empathy, and other positive characters. Character education should indeed be applied to class, integrated with all subjects. Moreover, it should also be instilled through daily activities that the implementation is done either by spontaneously, planned, or example. The source of the behavior is the mind. Of which the mind is

created, it can be through a process of abstraction of what is seen, interaction, and knowledge heard from teachers.

The teacher as a leader for students is has very important position, because the students can depend on the teacher during the school day as a substitute for a parent at the school. In teaching and learning process, the teachers act as a leader. They lead a number of students in class. As a leader, the teachers have roles in: (1) motivating their students to learn, (2) directing the learning goals, (3) practising learnering skill, (4) showing the material to be learned, and (5) evaluating the process and learning outcomes of their students. Ki Hajar Dewantara showed them into a philosophy of Java, which is how the attitude of a teacher should be as a leader: *ing ngarso sung tulodho, ing madyo mangun karso, tut wuri handayani* (in front of the students, the teachers should give the exemplare, in the mid of the students, the teachers should be part of the learners, so that they could see near the ins and outs of life of the students, and in the back, the teachers should give impetus to the advancement of learning achieved by the learners).

School is the important place in the development of values and culture from an early age. Schools as the spearhead quality of improvement and leading and most strategic agent of change, especially educators (principals and teachers) has the dominant and important role in the improvement of education quality, which of course must also be followed by qualification, professionalism, and ethics of the educators with the hope to produce reliable output and quality. Basic education becomes the cornerstone of the commencement of the process of character education for the students.

Literature Review

Type of Leadership

Kartono (2003) divides the type of leadership into 8, namely: (1) charismatic type of leadership, (2) paternalistic / maternalistic type of leadership, (3) militaristic type of leadership, (4) autocratic (authoritative, dominator) type of leadership, (5) Laissez Faire leadership type, (6) populist type of leadership, (7) administrative / executive type of leadership, and (8) democratic type of leadership.

In the reality leaders in carrying out the process of leadership, happening for distinction between the leaders with each other, the cases according to GR Terry (Maman Ukas, 1999) he divides the types of leadership into 6, namely: (1) personal type of leadership (personal leadership), (2) non-private type of leadership (non-personal leadership), (3) authoritative type of leadership (authoritarian leadership), (4) democratic type of leadership (democratic leadership), (5) paternalistic type of leadership (paternalistic leadership) and (6) interest or talent type of leadership (indogenious leadership).

The Process of Character Formation

Character is the values of human behavior associated with the God Almighty, 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. Character education is a system of cultivation of character values to the school community, which includes knowledge, awareness or willingness, and measures for implementing the values, either to the God Almighty, ourselves, others, the environment, or nationality so we can be a perfect man. In character education in schools,

all of the components (stakeholders) must be involved, including educational components themselves, namely the content of the curriculum, learning process and assessment, treatment or management of subjects, school management, the implementation of activities or co-curricular activities, empowerment of infrastructure, financing, and the work ethic of all school citizens and the school environment.

Character Education

Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for them to have the spiritual power of religion, self-control, personality, intelligence, noble character, and skills that are needed by themselves, society, Nation and Country (Article 1 of the Law on National Education System).

The rationale for the movement of the character education is that everyday's deviation behaviors, which bombard us, violence, greed, corruption, vulgarity, drug abuse, immoral sexual behavior, and bad work ethic, have the same core, that is, the lack of good character. Therefore, the character education provides the best hope of improvement in all areas (Lickona, 2012).

According to Arifin (2010) character education is not only focused on the learner who is the subject, but also on teachers as the spearhead of learning should have, appreciate, and apply the characters.

Teachers, as the spearhead of the process of teaching and learning activities in schools which include a transfer of values and cultures, must be able to implement the type of leadership in order to establish the character of the students.

RESEARCH METHODS

This study uses a qualitative approach with case study because the researcher intend to identify and describe detail about charismatic, paternalistik/maternalistic, and democratic implementation of leadership in the process of character formation of students in primary schools. The purpose of using the case study is because the researcher wants to know in detail and comprehensively to an event (case). Merriam (1998) in Ulfatin (2013) adds the reason for choosing the design of the case study method is (1) because researchers are interested in investigating the process, and (2) because the phenomenon investigated is very unique.

This study aimed to obtain a method or model of implementation of the types of leadership. Data was obtained through interviews, observation and supporting documents to corroborate the data obtained through interviews and observations. Analysis of the data generally contains three interrelated activities, namely: (a) activity data reduction, (b) showing data, and (c) verifying to make inferences (Moleong, 2004)

RESULTS AND DISCUSSION

Results

This study found some findings at the time of data collection at both sites, finding ways to implement the model or type of teacher leadership in the character formation of students. The following findings were obtained:

The process of implementing the charismatic, paternalistic / maternalistic and democratic type of leadership in students' character formation that include:

internalization of character education in learning, the teacher as an agent of the character formation of the students, and the teacher as a role model; there are some things done by the teachers, namely: (1) internalization of character education through teaching by counting on the RPP and actualized by the activity at the time of learning, (2) the teacher as an agent of the character formation of the students is always directly involved in any activities of learners, and (3) the teacher as a role model is a good example for students because all of the teachers' actions will be replicated.

The successful implementation of charismatic, paternalistic / materialistic, and democratic types of leadership teachers in shaping the character of students is the type of leadership that is used by the teachers in shaping the character of students, namely: (1) all teachers have different types of leadership, (2) Inside of the implementation, the teachers adjust the type of leadership with parenting they do.

Ways or models in implementing teachers' type of leadership in the character formation of the students include: (1) the type of Charismatic owned by teachers who have parenting as role models for their students, this type is often used by older teachers, both in age and experience, (2) the type of paternalistic leadership / Materialistic owned by the teacher using parenting as a substitute for a parent at the school, this type is often used by teachers because considering at a primary school level, students are still need a lot of direction and guidance in a variety of things, especially the education of character, (3) the type of Democratic leadership owned by the teachers who use parenting as a partner with learners, leadership type is used by teachers to lead students and place students as friends / partners.

Discussion

There are various ways in the process of implementing character education, one of which is through the teacher as a learning leader. As a leader, a teacher is an example for his followers, namely the learners. In the teaching and learning activities, the teachers use lesson plan (RPP) as one means of internalization of the character education activities at the actualized through the teaching and learning activities (KBM) by inserting the character expected.

In addition, the teachers also play an active role and always accompany their students in every activity during learning activities, both in intra and extra-curricular activities. The teacher as a role model should be a good example for the learners. Whatever the teachers do will surely be imitated by learners. The learners also constantly monitor what is done by the teacher, so it becomes very important to note. When the teachers do something, it should be considered first the good and the bad as well as the effect to the learners.

Basically every teacher is an educator who wants the learners succeed in the future and to be able to put themselves in the society and maintain their image. Each teacher also has a distinct character and personality, the purpose of educating the nation life is the vision and mission that must be owned by a teacher. The types of leadership owned by the teachers also vary according to every character and personality. Parenting which they apply indirectly also determines the type of leadership that they apply to learners. The teachers who apply parenting as a role model (charismatic leadership) have more value

that is respected by learners, but still have room for a process of character education to the learners.

The teachers who act as surrogate parents at school (paternalistic leadership / maternalistic leadership), it is more effective to do somehow, because the students feel closer to them so that the internalization process of character education is more easily done by the teachers, while the type of leadership owned by the teachers that the parenting as a partner with the learners (Democratic leadership) also has advantages that are not less good as a type of paternalistic, for the teachers who partner with the learners, it will be easier because it will create an emotional close social relationships with the learners.

Parenting applied by the teachers can bring the teachers' types of leadership to learners, so that this way or this model can be performed by each teacher to the learners in order to implement the character education. As a result, it will create social relationships and harmony emotion between the teachers and the learners, so the process of the character education that is being done by the teachers will be done with minimal constraints. The success rate of this character education process reaches 80% of the expected target.

CONCLUSION

From the results of the research and discussion, it can be concluded that in realizing the type of leadership such as charismatic, paternalistic/materialistic, and democratic leadership in the process of character building for the students in primary school such as according to the expected target. The process of implementing paternalistic / Maternalistic, Democratic, and Charismatic types of leadership is carried out by: (1) internalization of character education at the time of teaching, counting on the lesson plan (RPP) which is actualized with learning activities, (2) the teacher as an agent of the character formation of students is always directly involved in every activity of the learners, and (3) the teacher as a role model is a good example for the students.

The successful implementation of paternalistic / Maternalistic, Democratic, and Charismatic types of leadership is carried out by adjusting parenting applied by the teachers, so that their types of leadership are in accordance with parenting done by teachers, namely (1) as a substitute for a parent at the school, (2) as a partner, and (3) as a role model / example.

Type of leadership used by teachers in shaping the character of the learners: (1) the paternalistic / maternalistic type of leadership owned by the teachers who place themselves as a substitute for a parent at the school, (2) the Democratic type of leadership owned by the teachers who place themselves as a partner with the learners, and (3) the charismatic type owned by the teachers who place themselves as a role model for the learners.

In the implementation, paternalistic / maternalistic, Democratic, and Charismatic types of leadership which are obtained from parenting of the teachers to the learners can be used as a method or model in the process of character education for the learners.

References

Abdussalam, S. 2011. Direction and Principles of Islamic Education. Surabaya: Elba disposition Mandiri Sejahtera.

Amri, S, et al. 2011. Implementation Character Education in Learning. Strategy Analysis and Development Character Students in the Learning Process. Jakarta: Library Achievement.

Arifin, I & Slamet, M., 2010. Kyai In the Change Management Leadership boarding school. Ponpes case Tebuireng Jombang. Yogyakarta: CV. Aditya Media.

Arifin, I. 2013. Strengthening Personality Principal Moral-Spiritual Based in Implementing Character Education. International Seminar on FIP MPS article. Unimed Medan

Jaqui Bradley Claremont, California, USA, and Sandra King Kauanui California State Polytechnic University, Pomona, California, USA; Comparing Spirituality On Three Southern California College Campuses. Journal of Organizational Change Management, Vol. 16 No. 4, 2003, pp. 448-462, q MCB UP Limited, from 0953 to 4814 DOI 10.1108 / 09534810310484181

Kartono, K. 2003. Leaders and Leadership. Jakarta: PT. King Grafindo. Persada

Kemendikbud. 2012a. Guide Development of Character Education Through Community Participation in Primary School. Jakarta: Directorate of Primary Education.

Kemendikbud. 2012b. Guide Development of Character Education Through Extracurricular Activities in Primary Schools. Jakarta: Directorate of Primary Education.

Lickona, T. 2004. Character Matters. New York: Touchstone Rockefeller Center

Lickona, T. 2012. Characters Matters (Character Issues): How to Help Children Develop Good Assessment, Integrity, and Other Important Virtue. Translator: Abdu Juma Wamaungo & Jean Antunes Rudolf Zien. Jakarta: Earth Literacy.

Mantja, W. 2008. Ethnography: Design Qualitative Research and Education Education Management. Malang: Eagles Mas.

Megawangi, R. 2009. The Education Character. Jakarta: Indonesia Heritage Foundation

Merriam, SB. 1998. Qualitative research and case study applications in education. Revised and expanded from case study research in education. Second edition. USA: PB Printing.

Miles M.B; Huberman, M. 1984. Qualitative Data Analysis; A Sourccebook of New Methods. Sage Publications, Beverly Hills, London

Moleong. 2004. Research Methodology Qualitative. Bandung: PT Rosdakarya.

Robert Burke, Leadership and Spirituality foresight PAGE 14 VOL. 8 NO. 6, 2006, pp. 14-25, Q Emerald Group Publishing, ISSN 1463-6689 DOI 10.1108 / 14636680610712504

Sonhaji, A. 2012. Human, Technology, and Education Towards a New Civilization. Malang: UM Press

Law of the Republic of Indonesia No. 20 Year 2003 on National Education System. 2012. Bandung: Image Umbara.

Ulfatin, N. 2013. Research Methods Qualitative in Education. Poor. Bayumedia Publising.

Ukas, M. 1999. The concept of the Leader. Bandung: Ossa Promo.

Yukl, G. 2005. Leadership in Organizations. Fifth edition. Jakarta: PT. Index Gramedia Group.

Zohar, D., & Marshal, I. 2000. Quetions Spiritual: Spiritual Intelligence, the Ultimate Intelligence. London: Bloomsbury.

THE EFFECTIVENESS OF CREATIVITY TEACHING TRAINING FOR ELEMENTARY SCHOOL TEACHERS IN EAST JAVA

Moh. Irtadji; Tutut Chusniyah; Rumidjan
State University of Malang
Email: ir_ta_dji@yahoo.com

Abstract: Students's creativity can be developed through teaching activity. Therefore, the researcher is encouraged to develop creativity teaching training model for elementary school teachers based on Sternberg and Williams' strategy and techniques of creativity teaching. The goal of this reasearch is to develop the model of creativity teaching training model, which is accepted both theoretically and practically, and effectively improve elementary school teachers' creativity teaching competency in East Java. This developmental research uses three subjects on the expert judging level; the try out level uses two headmasters and 38 teachers, while model validation is conducted through experiment uses *the pretest-posttest equivalent control group design* with 120 teachers as subject. The data of expert judging and try out gathered using questionaire ranged 1 to 4 and analyzed using mean of descriptive statistic. Model validation data gathered using creativity teaching questionaire, and gain score differences between experiment and control groups are analyzed using t test. The result of the study shows that creativity teaching training model which consists of training package, guidelines and media is accepted both theoretically and practically and also effectively increase the creativity teaching competency of elementary teachers in East Java. Thus, this model is recommended to be implemented by related parties in increasing elementary school teachers' creativity teaching competency in East Java.

Keywords: training model, creativity teaching, elementary school teachers.

Basically, the aim of elementary school education is to develop the whole aspects of students' personality. One of students' personality aspects which is needed to be developed is creativity (Undang-Undang Sisdiknas Number 20/2003). Most of teachers view creativity development as very important and they believe that the national curriculum should do more to incourage creative practice (Thorsteinsson and Page, 2015). Creativity plays as important role as intelligence for the success elementary school students' academic life (Munandar, 1977). Moreover, creativity is an ability that can be developed (Sternberg, 2003). The development of students' creativity at school can be conducted through training, the use of material related to subject for teaching, and creativity teaching (Amabile, 1996). Furthermore, some experts suggest that the effort in developing creativity conducted through teaching activity (Sternberg and Williams, 1996; Fasko, 2001; Sternberg, 2003; Hayes 2004; Ormrod, 2009; Slavin, 2009). Several studies also give evidences that creativity teaching can increase students' creativity (Chung and Ro, 1999; Matthews and Jahanian, 1999; Pui Yee, 2005; Solang, 2006; Aziz, 2008; Mohidin et.al, 2009; Aschenbrener, Terry Jr. and Torres, 2010).

However, the effort in developing creativity get less attention than intellectual intelligence or convergent thinking (Javidi, 2007). It is seen in teacher's actions in teaching activity. The teachers have little attention to the effort in developing students' creativity because they do not have proper knowledge about the method and principles of creativity development, and also less time allocated for scientific activities and teamwork (Javidi, 2007). More teachers assert that the largest

barriers to creativity development are limited teaching time and excessive exam pressures (Thorsteinsson and Page, 2015). The researcher's observation in 2009 at several elementary schools of Malang city and Batu city shows similar results with Javidi's. Irtadji's (2011) research shows surprising findings that is first grade elementary school teacher is able to develop students' creativity in various subjects using simple teaching techniques. This finding is in line with most of Sternberg and Williams (1996) and Sternbergs (2003) statements about various ways that can be used by the teachers to develop students' creativity. Thus, it can be said that the teachers themselves have the potency to conduct creativity teaching.

Therefore, it is urgent to conduct creativity teaching training for elementary school teachers in order they are able to conduct teaching activities which increase students' creativity; that are the creativity which covers the press, process, personality, and product. In other words students' creativity deleloped through creativity teaching covers the ability to think many ideas, original ideas, elaborate of ideas, the confidence toward self ability, willingness to overcome the problem, aesthetic taste, being humorous, initiative, and also the willingness to make something new.

Explanation above shows the need of developing students' creativity through teaching activities. Beside to reach direct result, it is also crucial to design teaching activity in order to reach side result which formed not because directly taught, but rather as accumulative effects of several teaching activities like a farmer who implement *tumpang sari* approach to harvest two kinds of crops (Joni, 2008). In addition, in order to enable teachers to implement creative teaching activities, creativity teaching education and training for teachers and teacher candidates is needed. Developmental research about elementary school teachers creativity teaching training model consists of guidelines, packages and media is expected to produce training model which can be used to give creativity teaching training for teachers, so they are able to develop students' creativity through teaching activities.

Creativity teaching training model developed covers six strategies proposed by Sternberg and Williams (1996) and Sternberg (2003), covering nineteen techniques as follows. First, prerequisites: (1) Modeling creativity, and (2) building self-efficacy. Second, basic techniques: (3) questioning assumptions, (4) defining and redefining problems, (5) encouraging idea generation, and (6) cross-fertilizing ideas. Third, tips for teaching: (7) allowing time for creative thinking, (8) instruction and assessing creativity, and (9) rewarding creative ideas and products. Fouth, avoid roadblocks: (10) encouraging sensible risks, (11) tolerating ambiguity, (12) allowing mistakes, and (13) identifying and surmounting obstacles.Fifth, add complex techniques: (14) teaching self-responsibility, (15) promoting self-regulation, and (16) delaying gratification. Sixth, use role models: (17) using profiles of creative people, (18) encouraging creative collaboration, and (19) imagining other viewpoints.

The developmental research about elementary school teacher creativity teaching training model in East Java is donducted for two years. The first year research has produced theoretically and practically accepted model, but its effectiveness is still can not be determined. Therefore, further research to know its effectiveness needs to be

conducted before that model is used and implemented widely. The model's specification is explained as follows.

Training Packages

Training packages book that is going to be used by the training participants consists of six parts. Every part of the package contains one creativity teaching strategy as well as its techniques. The coverage of each part are (1) rational, (2) the goal of activity, (3) the steps of activity, (4) reading materials, (5) questions for discussion, (6) exercise, (7) reflection and (8) the result of the activity.

Training Guidelines

Training guidelines that will be used by training instructor consists of six guidelines. Each guideline contains one creativity teaching strategy and its techniques. The coverage of each guideline are (1) the aim of the training, (2) the training steps, (3) training materials, (4) training techniques, (5) training media, (6) training assessment techniques, and (7) references. The first guideline, particularly, started with introduction about materials the instructor must informs the participants in general explanation. The third guideline is ended with presentations from some participants in front of te classroom, demonstrating the use of creativity teaching techniques that have already learned. The sixth guideline closed with short movie as media tells about several examples of teachers' actions implementing creativity teaching techniques which trigger students' creativity development. This is aimed to motivate training participants in applying the result of this training.

Training Media

In this training, the media that are used by the instructor is a film about several examples of teachers' actions in implementing creativity teaching techniques which trigger students' creativity development in the beginning, the main, ande the end of teaching activities.

METHOD

This research uses developmental research design (Borg & Gall, 1989). The target is to make creativity teaching training model for elementary school teachers. Creativity teaching training composed includes in Activity Training Model (Marzuki, 1992) because this training model focuses on practicing certain skill, that is creativity teaching skill. This creativity teaching training is based on training model: design, demonstration, practice and feedback (Joyce and Weil, 1980). The steps in conducting this training model are setting the goal, explaining the rational, presenting model action via text, live demostration or movie, next step is role playing related to every technique in small group, and the last step, the transfer is done only the half, that is practicing several skill and technique in classroom simulation closed with feedback. Meanwhile, the real transfer is not conducted due to several limitation. All six groups of skill/technique are conducted by following the previous steps.

At the first year research, they are three things are done; the development of model's prototype, expert judgement to know model's theoretical acceptance, and model try out to

know its practical acceptance. Expert judgement is conducted by a educational psychologu expert, a teaching design expert, and training design expert to judge model prototype. Model try out is conducted by two headmaters and 38 teachers to evaluate model. Expert judgement and model try out is made has produced theoretically and practically accepted model, that is creativity teaching training model with high functioning and using level and also high precision. The second year of research is the continuation from developmental research, that is focuses on operational field test or model validation, and also revision of model final product.

Model validation steps is intended to know the effectivity of model toward the increase of creativity teaching competency of elementary school teachers in East Java. That goal is reached through experimental research activities. The design of experiment that is going to be used is the pretest-posttest equivalent control group design or pretest-posttest control-group design (Borg & Gall, 2003). The subject assigenment to experiment and control groups is done randomly or random assigenment, pretest is given to both groups, then axperiment group treated with creativity teaching training, while control group is not given any treatment, and the last posttest is conducted.

The subjects of this research in model validation step taken based on area distribution in East Java represented by city or district in big or small scale, north and south region, and east and west. One research with one experimental group and one control group is conducted in each city or district. Reseach subjects of every group (experiment or control) are 15 elementary school teachers, so that the total of subjects research are 120. Experimental group which join teachers work group activity is given training using creativity teaching training model for elemtary school teacher to enhance their competency. Meanwhile, control group only join teachers work group activity. The research in Surabaya city is conducted at state elementary school Babatan 04 and 05, in Malang city is conducted at state elementary school Tlogomas 02 and Kauman 02, in Pasuruan district is conducted at state elementary school Karangsentul 01 and Tebas, and in Blitar district is conducted at state elementary school Beru 01 and Tangkil 01.

Model validation data are: (1) data related to the effectiveness of the model usage toward elementary teachers' creativity teaching competency, that is teachers' competency level of creativity teaching, and (2) assessment data from training participants toward the creativity teaching model. The first data gathered using creativity teaching questionnaire consists of 52 items with 0,000 – 0,043 validity significance and 0.956 reliability. The instrument is filled by teacher training participants of experiment and control groups, both during pretest and posttest. The second data gathered using observation and intervew related with model's acceptantance practically; this data is used as revision material of model's final product.

The data of training participant's creativity teaching competency during model validation action through experiment is analyzed using t test. This analysis technique employed to know average differences of teacher participants' creative teaching competency (the difference between pretest and post test or gain score) between experiment and control groups. The result of analysis is aimed to know the effectivity of the model which consist of guideline, package, and media toward elementary school teachers' creativity teaching competency development in East Java. In addition, the

evaluation data of the model which consist of guideline, package, and media made by training participants is then analyzed descriptively and used to revise final product.

The model training of creativity teaching for elementary school teacher which consist of guideline, package, and media which already proven to be effective for creativity teaching competency development of elementary school teachers in East Java, the next step is to do final revision. The final revision of final product is conducted based on the input and feedback from training participants and also based on the result of observation by the researcher. The revised version of creativity teaching model training for elementary school teacher is then published so that it becomes useful for many stakeholders.

RESULTS

The result of data analysis in theoretical acceptance test phase toward creativity teaching model is that average score of guideline is 3,50, the average score of module is 3,53, and the average score of media is 3,67. It show that creativity teaching model which covers module, guideline and media is theoretically accepted. Meanwhile, the result of data analysis in practical acceptance test phase toward creativity teaching model is that the average score of guideline is 3,93, the average score of module is 3,56, and the average score of media is 3,65. It shows that creativity teaching model which covers module, guideline and media is practically accepted.

The means of gain score data experiment and control group are 7,35 and 2,68. The result of data analysis in model validation phase shows that gain score average difference between experiment and control group is t 2.785 with 0.007 significance. It shows that creativity teaching model effectively increases elementary school teachers's creative teaching ability. The result of this research is in line with the finding presented in Irtadji's (2011) research, that actually the teacher has potency to conduct creative teaching. Creativity teaching training is important to increase teachers's creative teaching ability because as Javidi's (2007) reseach finding claim that teacher does not have proper knowledge about methods and principles of creativity development.

The development of teachers' creativity teaching ability using this creativity teaching model will give better impact when it is conducted in systemic way. In other words, creativity teaching training becomes a part of whole effort of developing teachers'creativity teaching ability to enhance students' creativity. The involvement of school supervisor and headmaster are very important in developing teachers'creativity teaching ability. The activity begins with the identification of teachers'creativity teaching ability, creativity teaching training, measurement of training result, monitoring, the implementation of training result by the teachers in classroom activity, and measurement of students' creativity. These steps are important to be done since the aim of the training using this model is teaching skill, but this model is only use limited practices class simulation or peer teaching. While the measurement of sudent's creativity is important to be done since the long term goal of creativity teaching is the development of students' creativity.

Therefore, teacher as the source of professional service must first undergoes education process before becomes a teacher, so creativity teaching training will give better effect when it is given to students who are teacher candidates. The knowledge from training for

teacher candidates can be implemented and assessed when the students join field experience practice program.

CONCLUSIONS AND SUGGESTIONS

Conclusion

The creativity teaching training model is theoretically and practically accepted, and effective in increasing elementary school teachers' creativity teaching competency in East Java.

Suggestion

The head of education officer in provincy, districts and cities and elementary school headmasters in East Java can use this creativity teaching training model as training material and media to increase creativity teaching competency of elementary school teacher. The head of elementary school teacher education department in the teacher training and education institution can use creativity teaching training model to train the students and to develop department's curriculum. Furthermore, researchers can revalidate creativity teaching training model with more subject and area, and its implementation in classroom teacher activity, also, it is needed to conduct further study about the impact of teacher training toward the development of students' creativity.

References

Amabile, T.M. 1996. *The Social Psychology of Creativity*. New York: Springer Verlag.

Aschenbrener, Mollie S., Terry Jr., Robert., Torres, Robert M. 2010. "Creative and Effective Teaching Behaviors of University Instructors as Perceived by Students" dalam *Journal of Agricultural Education*. Volume 51, Number 3, p 64-75.

Aziz, Rahmat. 2008. *Pengembangan Kreativitas melalui Pelatihan Synectic pada Siswa MTs Surya Buana Malang*. Dissertation Not Published. Malang: PPS UM.

Borg, W.R. & Gall, M.D. 1989. *Educational Research: An Introduction*. New York: Longman.

Borg, W.R. & Gall, M.D. 2003. *Educational Research: An Introduction*. New York: Longman.

Chung, Namyong dan Ro, Gyoung-sug. 1999. "The Effect of Problem-Solving Instruction on Childrens' Creativity and Self-efficacy in the Teaching of the Practical Art Subject" dalam *The Journal of Technology Studies*, p. 116-122.

Fasko, Jr, Daniel. 2001. Educational and Creativity. *Creativity Research Journal.* Vol. 13, No. 3 & 4, 317-327.

Hayes, Denis. 2004. Understanding creativity and its implications for schools. *Improving Schools*. Vol. 7 No. 3, p 279-286. http//imp.sagepub.com/ accessed on April 24, 2009.

Irtadji, Moh. 2011. *Tindak Pembelajaran yang Memicu Penumbuhan Kreativitas Siswa dalam Berbagai Bidang Studi*. (Not Published). Malang: Lemlit UM.

Javidi, Tahereh K.J. 2007. The Functions of Elementary School Teachers of Mashhad City in Developing Students' Creativity. *Conference Presentation 2007 Philisophy of Education Society of Australia*. http:www.yahoo.com/ creativity teaching journal/Javidi,T/ accessed on March 14, 2008.

Joni, T. Raka. 2008. *Resureksi Pendidikan Profesional Guru*. Malang: LP3 UM – Cakrawala Indonesia.

Joyce, Bruce dan Weil, Marsha. 1980. *Models of Teaching*. New Jersey: Prentice-Hall, Inc.

Marzuki, M. Saleh. 1992. *Strategi dan Model Pelatihan. Suatu Pengetahuan Dasar bagi Instruktur dan Pengelola Lembaga Latihan, Kursus dan Penataran*. Malang: Ministry of Education and Culture, IKIP Malang, Operation and Fasility Care Poject.

Matthews, James M. dan Jahanian, Shahriar. 1999. A Pedagogical Strategy for Gradual Enhancement of Creative Performance of the Students. *European Journal of Engineering Education.* 24 (1). Academic Research Library, pg 49.

Mohidin, Rosle et.al. 2009. Effective Teaching Methods and Lecturer Characteristics a Study on Accounting Students at University Malaysia Sabah. *European Journal of Social Sciences*, Volume 8, Number 1, p 221-229.

Munandar, S.C. Utami.1977. *Creativity and Education.* Doctor Dissertation. Jakarta: Book Translating/Writing Project, DP3M, Higher Education Departement of Ministry of Education and Culture.

Ormrod, Jeanne Ellis. 2009. *Psikologi Pendidikan, Membantu Siswa Tumbuh dan Berkembang*. Jilid 1. (Translation). Jakarta: Erlangga.

Pui Yee, Foong. 2005. "Developing creativity in the Singapore primary mathematics classroom: Factors that support and inhibit". *Thinking Classroom*, Volume 6, Number 4. Academic Research Library, p. 14-20.

Slavin, Robert E. 2009. *Psikologi Pendidikan, Teori dan Praktek*. Jilid 2. (Translation). Jakarta: Indeks.

Solang, Deetje J. 2006. *Efek Latihan Keterampilan Intelektual Analitik, Sintetik, Praktikal Berdasarkan Teori Inteligensi Triarchic terhadap Kemampuan Pemecahan Masalah Secara Kreatif pada Siswa SMPN 4 Malang.* Dissertation Not Published. Malang: PPS UM.

Sternberg, Robert J. dan Williams, Wendy M. 1996. *How to Develop Student Creativity.* Virginia: ASCD.

Sternberg, Robert J. 2003. *Wisdom, Intelligence, and Creativity Synthesized*. New York: Cambridge University Press.

Thorsteinsson, G. and Page, T. 2015. "How do practicing teachers understand creativity?", Int. J. Teaching and Case Studies, Vol. 6, No. 1, pp. 61-77.

Undang-Undang Republik Indonesia Nomor 20 tahun 2003 tentang Sisdiknas. Jakarta: Ministry of National Education.

ENHANCING LEARNING QUALITY VIA INNOVATIVE TECHNOLOGY

Punaji Setyosari
State University of Malang
Email: punaji.setyosari.fip@um.ac.id

Abstract: The rapid advance of technology becomes the greatest agent of change in our life. We are no longer concern with how to make learner learn and can interact to other people. Technology requires our learners or students to do with the manner by which we interact with *learners* and create an environment for learning that is active, innovative and challenging. Technology will play central roles in teaching, assessment, and keeping track of learner progress. Based on the above point of view, the learners in information era are required to master inquiry skills and information literacy skill to succeed to learn. Through the change towards the knowledge society, rapidly transform of work condition and the evolution of information and communication technology, therefore the knowledge and skills have to change and develop and keep updating. To face this transformation era, we have to master these skills, including: (1) literacy skills, 2) collaborative learning, (3) creative working, (4) multidiscipline working, (5) good adaptability, (6) intercultural communication, (7) problem solving and (8) highly mobile.
Technology and media integrated in the learning process has potentials or capabilities to help learners in learning process. The examples or tasks in learning process as following: (1) brainstorming to answer the question using graphic regulator device, (2) the use of class data based to collect the information about history, science, mathematics, language, etc., (3) finding pattern in summation using calculator or computer device, or other electronic facility, (4) using internet to research about literature, ancient and modern history, scientific discovery, historical events, and etc., (5) using internet for research purpose, (6) the use of email, facebook, twitter, other media, (7) the use of the computer for writing a message, invitation, poster, and etc. (8) the use of multimedia for presentation and etc.

Key words: junior high school, students, remote areas, learn, help parent

The advance of information and communication technology (ICT) nowadays has grown rapidly and permeated fully in all aspects of our life. The traditional notion of space and time in which learning and teaching takes place is being redefined partly as a result of the use of new technology (Tinio, in Deed & Edwards, 2010). Deed & Edwards, further stated that Web 2.0 technologies, sometimes collectively known as the Social Web, are a significant part of this milieu. They have had a dramatic impact on the lifestyles of the current generation of students entering higher education and are already widely incorporated into teaching and learning. Information and communication technology as a social media has widely developed and used by many people in all levels, ages, and social economic status including learners mong the contries in the world. Social media is a 21st century term broadly used to define a variety of networking tools or technologies that emphasize the social aspects of the internet as a channel for communication, collaboration and creative expression (Dabbagh & Kitsantas, 2012), and is often interchangeable with the terms Web 2.0 and social software (Dabbagh & Reo, 2011). Technology will play central roles in teaching, assessment, and keeping track of learner progress. Computer-based simulations will be excellent tools for modeling the real-world, authentic tasks and for maximizing active involvement and construction of learning. Multimedia systems will integrate computers and interactive video (Reigeluth & Garfinkle, in Warren, Lee, & Najmi, 2014)

Related to the very rapid development of social media, particularly among adults including college learners or university students, has provided a great deal of opportunities for learners to interact to other people more freely. As Wodzicky, Schawammlein, & Moskaliuk (2012) stated that the use of social media, wiki and blogs, change our lives and influence in the achievement of knowledge and information. Social media or social networking technologies can change people habits and lifestyles. This change appear in their lives, such as communication patterns, human interaction, human behavior and so forth. The communication currently becomes quick and easy, and makes people more dynamic and continues evolve and follow the flow of information. In shortly, we can say that the development and advance of technology becomes the greatest agent of change in our generation. The most prominent example, in traditional communities they are unable to compete with technologically more advanced societies, because they still used a simple technology. There is a term about Net Generation or Digital Native (Prensky, 2011), for them who were born in this new digital era which began around 1980, because they have been experienced the growth of innovations as a part of their lives (Palfrey & Gasser, 2008; Tapscott, 2009). Even though there is no evidence until now, for further according to Wodzicki, et al., 2012) stated that there is an assumption that the net generations mastering social media is more effective and efficient both for learning and social function. For social networking sites known as social media applications has become a media of communication and social interaction. By considering for the purposes of learning Roblyer, McDaniel, Webb, Serman, & Witty (2010) stated that students prefer to use facebook (FB) for communication in education than lectures in class.

The advancement of technological tools, couples with an increasing confidence in our practices, has served to ease these early procedural and structural entanglements. We are no longer concern only with the simple act of getting the course outline and into cyberspace, but also with the manner by which we interact with student and create an environment for learning that is active, innovative and challenging. Huss & Eastep (2013) there is little argument that online education, once considered a novelty, or a best, an alternative delivery method aimed primarily toward an idiosyncratic populations of learner, has moved aggressively into the mainstream of higher educations. After all, institutions in higher education considerlearners' satisfaction as one of the major elements in determining the quality of online programs in today's market (Yulkselturk & Yildirim, 2008; Calli, Balcinkanli, Calli Cabeci, & Seymen, 2013).

THE IMPORTANCE OF LITERACY SKILLS

In the information era, learners are supposedly able to search for information through various sources. They can also access information through the technological tools such as smartphones, computer connected to internet, and other devices. Through the internet we send and/or accept information in such way that it causes to facilitate our work. Based on the Association of Colleges and Research Libraries (ACRL) (Lee & Leung, 2012) pointed

out that information literacy is the ability to use information technology to achieve an academic, work-related or personal goal by locating, evaluating, managing and effectively using the needed information. Based on the above point of view, the learners in information era are required to master inquiry skills and information literacy skill to succeed to learn. Among these information handling abilities, the ability to critically evaluate information is inarguably the key to success in inquiry-based learning. The ability to evaluate internet information is thus crucial for learner's success (Kim & Sin, 2011). The results of the study conducted by the researcher from Pew Research Center's Internet and American Life Project in 2009 and 2010 found that 67% and 75% among adult learners has been used social networking sites (Jones & Fox, 2009; Lenhart, 2009; Lenhart, Purcell, Smith, & Zickhur,2010). In term of use of social media facebook is the most popular and widely used site or social media among people. The result show that between 85% and 99% has been used facebook, as a one of social media define as a social tools or social media that help people to exchange information and communicate more efficiently with friends, family and the others (Facebook.com in Mazman & Usluel, 2010).

The Potentials of Technology to Evolve Learner's Skills

Today learning in classroom enters new era. The paradigm shift of instruction to learning has changed instructional processes with which teacher-centered orientation to learner-centered orientation. It is not enough to transfer knowledge for the teacher, but he/she asks learners to trace and search for the information by him/herself. Related to the transformation era in learning process, technology holds an important role in the modern education era and for future education. Thus, technology becomes an integral part of the instructional system because it is one of the components in the learning system. It means that each of components of the instruction depends on other components and each of them is interdependent. If we ignore one component, for example it can hinder the learning process. Laurillard (2008b) stated that learning is a complex and necessary to master procedure and process, which always demand earnest effort. Technology will never change what has been learner learned, but technology can change how to facilitate the learning process. Technology becomes a power or energy, which can lead us to change our life. Turkley (in O'Donoghue, 2010) stated that "Technology catalyzes change not only in what we do but in how we think. It changes people's awareness of themselves, of one another, of their relationship with the world." Technology is not just what has been done but, it is something that we can think. Technology is not a machine or engine tools, but technology is something that deliver and capable of changing in the tide of transformation of society and particular learning process.

Technology and media integrated in the learning process have potentials or capabilities to help learners in learning process. Teachers understand how to embed the technology in their pedagogy, and it can be shown that e-learning improves learning. There is therefore a need for the schools sector to find ways of quantifying the capital investment, human resource commitment and professional development costs and qualifying the learning outcomes and establishing how these accord with the educational goals and key performance indicators. All of these require extensive planning, resourcing, training, encouragement and support by governments, principals, inspectors, etc., and are

not always given due attention. The potential according to Moeller & Reitzes (2011) are: (1) to help diagnose and fulfill the learners' need and (2) to supply the students the essential skills to enter work place and life in global society in 21st. Technology can provide teachers to assess the essence of the strengths and the weaknesses of individual learning. There are two approach that can we use (1) to master the learning approach that is associated with the accountability system and, (2) to access the comprehension that can produce depict of the ways learner thinking. According to the second potential, social skills can be used when they start to work and their daily life. It means that technology can be applied in accomplishing works or tasks, for supporting to achieve the purposes of training and practice, and to enhance learner's competencies in problems solving, foster creativity, collaborative works, data management, and communication. These life skills are very useful in entering life in the 21st century global era.

Learning can happen anywhere and at any time. Shimic (in Lytras et al., 2008) stated that "Learning for anyone, at any time, at any place." Through the change towards the knowledge society, rapidly transform of work condition and the evolution of information and communication technology, therefore the knowledge and skills have to change and develop and keep updating. To face this transformation era, we have to master these skills, including: (1) literacy skills, 2) collaborative learning, (3) creative working, (4) multidiscipline working, (5) good adaptability, (6) intercultural communication, (7) problem solving and (8) highly mobile. These skills or abilities are related to enter 21st century, in case a digital era. Relating to these 21st century skills, McKenzie (2005) identified six skills, are as follows: (1) information technology skills, the ability that associated with skills to access information and manage it for use in a wide range of capabilities; (2) information literacy skills, that is skills to assess whether that particular information is important to help critical thinking; (3) problem solving skills, that is skills related to the deliver solutions which is effectively and efficiently, that can fulfill the needs; (4) collaboration skills, that is the ability for interaction with other people or to do work relation with far away people to do completing work together; (5) flexibility, which means the ability to adjust ideas and new information; and (6) creativity, that is ability that related to skills to deliver information and new ideas which is different from the other. In the new era we usually identify as a digital era or web 2.0, everything becomes more easily to access. Using digital media, social media, social networking etc. we encourage our learners or students to be actively participators. The appropriate technologies can facilitate them to more effective leaners.

Social Media and Learning

Social media sites have rapidly experienced and impacted to social life. The impact of social media sites such as a *facebook, twitter, blog, wiki, and etc.*, are very huge and well develop even this change is very crucial to transmit the information and cultural norms about social relationship. Furthermore, (Chen & Marcus, 2012) claimed that media or information technology provide the new mode for individuals to express themselves, gain the access and deliver to obtain the access and information, to articulate their social network, determine and maintain the connection among people. The image of people can be different from each other when they use the social media to communicate and transect.

Through the various ways of communication which more efficient, the people can change their lifestyle and culture.

In the recent time, the use of social media is extremely high and, almost everyone utilizes social media devices. The social media users start from elementary school, junior high school, senior high school level, college student, and even though adult person. According to Caruso & Salaway (2009) that there were 88.3% college student already had notebooks in 2009. This result showed increasingly compare to 2006 that was 65%. It means that in 3 years the use of notebooks increased almost 20%. Based on author's observation, as a lecturer, that all of the most students in undergraduate class brought smartphones. According to the research result, there were 80% college student have information literacy skills start from intermediate to expert (Wodzicki, Schwammlein, & Moskaliuk, 2012). In teaching practice the use of media and technology is so vary. Some of them such as online teaching which had specifically designed, mobile learning using smartphone, learning through facebook, the use of twitter, blog teaching, and etc.

The uses of smartphone in the society have both positive and negative effect. The positive effect of smartphone such as deliver the news rapidly with low cost, easily communicate for example sending picture and audio toward interlocutors and etc. Otherwise, the negative effect of social media, such as hoax news, terrorism, scam towards other people, cheating in exam, defamation and etc. In fact, if this media be used wisely, then network services give an extravagant transformation in the way people can interchange and communicate each other (Hughes, Rowe, Batey, & Lee, in Lin, Hou, Wang, & Chang (2013). Smartphones as social media for college students can be used to support communication process in online learning.

Regarding to the use of social media in university students, especially related to classroom learning the research of Lin, et al. (2013) showed the positive effect. The other research conducted by Yu, Tian, Vogel, & Chi-Wai-Kwok, (2010) pointed that college student participation in online media can help university students reach social acceptance and adjust to the university culture, and to improve the ability of work. The results of researches were very crucial and contributed to student's successful learning. In short, we can say that mobile technology (smartphone) can be used as learning media for the college student in order to support their success.

Integrating Technologies into the Learning Process

Related to the advanced of technology era, we as educators whether lecturers in the university level or teachers in elementary and secondary levels should provide program or task that make big opportunities for our leaners. Learning program and task more challenging for learners or students will profitable for them because, it further will increase high level of thinking skills. For these purposes, we need to utilize and integrate technology and media for learning and the use of technology and media in classroom activities can further facilitate learner-learning.

Technology integration in the classroom or curriculum can happen in learner's learning activities based on multimedia used. I means that learners or students initiated in their learning activities, and teacher as a facilitator that assist the learner (Penuel, Golan, Means, & Kobak, 2000). In that way, lecturer or teacher acts as a companion that were involved in the learning process, encouraging learners to learn by using technology and

media. Learning via technology or computer can be done in collaboration or a collaborative work among learners, so it can train them to do in a team work. Besides, it helps our learners or students work to solve problem and develop a critical thinking process. In addition, learning through technology can drive learners or students to optimally learn to complete his/her work. Learning, is not only acquiring knowledge or information but also requiring learners or students to think critically. In the learning process is necessary to invites the learners or students to learn certain concepts through the use of technology. It also demand them try to apply it in various ways and then try to solve the problem.

We are as teachers, recently, not enough to use the blackboard or whiteboards, as usually used in the traditional teaching activities but also more media can be selected and used in the classroom. In contemporary instructions, we can utilize various media and technologies, such as printing technology, learning-based computer technology, multimedia learning, an integrated technology taken advantage of all the facilities of computer-based multimedia, internet and so forth. There are two things that we concern in terms of the use of technology in learning, these are technology for learning and learning via technology. Due to the above statement, Reeves (Frei, Gammill, & Irons, 2007) distinguishes the different between "learning from" and, "learning with" technology. Technology for learning means that the technology we use in the learning process to deliver information, knowledge, skills and attitude, or which it conveys the message of knowledge and skills to learners or students. Learning can occur in a manner, in this case technology used in the classroom. While learning with technology (computers), according to Reeves means that technology (computers) is as a mean or tools used to solve the problems. In this circumstances, the learners or students should identify, collect data, organize and analyze to solve the problem. Technology, as a means or instruments, is in line with the view of cognitive learning theory. Technology becomes a cognitive tool with which it can be used for the constructivist view of learning, emphasizing the role of cognitive process. In so doing, the learners or students learn through personal processes according to their capabilities.

Why do we need to integrate the technology relating to the paradigm that focuses on learners? There are several reasons as cited in the literature why the technology becomes an integral part of the learner-centered instruction (Moeller & Reitzes, 2011). *First*, although the relationship between technology and learning is complex, the results showed that the use of technology in the classroom can improve learning outcomes. On the contrary, the availability of technology in the classroom does not guarantee the impact on learning outcomes for learners (Dynarski, Agodini, Heaviside, Novak, Carey, Campuzano, & Sussex (2007); Wenglinsky, 1998), but if used adequately, the technology can help improve the performance and achievements of learners (Kulik, 2003; Wenglinsky, 2006). *Second*, along with the latest developments the use of technology in education is very important to help learners develop their skills to enter the 21st century. The crucial skills needed to succeed in work and in the global community in the 21st century are the skills in the field of information, media, and technology; learning skills and innovation; and life as well as career skills. These skills are necessary to be applied in the digital era. Moeller, & Reitzes, (2011) asserted that the use of technology can help to improve and enhance the acquisition of knowledge and skills, and learning with and

about technology is essential for learners to gain the competencies to function well in a 21st century society and workforce. *Third*, the learners are highly motivated to use technology in learning. The use of technology and media for learning has spread among children and adult persons. *Fourth*, the presence of technology in today's school is very unusual. In each school, particularly in big cities currently provided devices including computer and internet usage. Almost young learner has a mobile phone (HP) or smartphone. They are familiar with HP and its application.

Learning integrating technology is expected that the learners and lecturers or teachers becomes more literate about information technology. Thus, teacher needs to devote a lot of time to designing learning using technology, so that their learners are also learning via the use of technology, and not vice versa, that learners learn more from technology. Learning with technologies, means as media providing many opportunities for learners to develop their skills or thinking skills solve problems that are appropriate or relevant to their daily lives. If we move in the learning using technology, then our job as teachers taking part in the classroom, the learning activities can be done not only by face-to-face, but also by integrating the technologies or media for facilitating learners' learning. Learning using technology can bring the learners in obtaining or accessing learning resources online (Hobbs, 2006), for example, online newspapers, online magazines, online articles, and etc. Even today, teaching takes place by involving learners to produce information or messages using electronic and digital media. Technology or media can play a new role, which conveys the message, but it cannot replace the role of the teacher completely, which facilitate learning for the learners.

Based on the illustration above, the presence of technology and media is badly needed in the classroom. It means that technology and media come up when needed to assist learners in the learning process. It comes in advance situation, which is integrated whenever the learners learn technology based on multimedia becomes every message, information and knowledge have already distributed through the technology itself. The submission of multimedia based on teaching materials, such as invite the learners to operate technology interactively and learn from the technology itself. Therefore learning with technology include in the development of curriculum because, start from message plan, message delivery, message saving, and message evaluation have been integrated in technology or media. The integration of technology in learning can also take a role on decision making. It can happen when instruction is executed with technology and media only, for example online learning process. The learning process can occur when online decision making for the learning process is held.

The integration of the technology and media in the learning process cannot be avoided because the technology and media have a crucial impactl for learner-learning. In this context, we areas the lecturers or teachers are required to apply the technology and media into their learning and teaching process. The integration of technology and media in learning process are for instances, open sources utilization, online or electronic learning, blended learning and etc. We can design the integration of technology into learning and teaching process starts from learning activities in the online form, the utilization of smartphone, electronic materials (e-book, e-module, e-materials, and etc.), the use of electronic devices such as radio, television, and media electronic, computer-based

multimedia with the combination of face to face and blended learning or so called hybrid learning.

Relating to the integration of technology and media for learning process, Frei, Gammil, & Irons (2007), give view examples or tasks in learning process as following: (1) brainstorming to answer the question using graphic regulator device, (2) the use of class data based to collect the information about history, science, mathematics, language, etc., (3) finding pattern in summation using calculator or computer device, or other electronic facility, (4) using internet to research about literature, ancient and modern history, scientific discovery, historical events, and etc., (5) using internet for research purpose, (6) the use of email, facebook, twitter, other media, (7) the use of the computer for writing a message, invitation, poster, and etc. (8) the use of multimedia for presentation and etc. Based on the above examples the integrating of technology and media in the classroom or school are unavoidable for the teacher and learner. The most essentials things are the teachers are ready to use it, the suitability of the purpose, ease of use, eligibility to perform in learning process, the availability of technology for learning and adequate support system for learner's learning.

CONCLUSION

The presence of information technology is really unavoidable. Information technology should be acceptable thing, therefore the concern of moral and character degradation cannot occur. The use of technology and media for learning extremely help the lecturers or teachers facilitate the learners's learning as long as it adequate and consistent with the purpose. The learners are motivated to study by improving the access or service to the quality of learning, technology and media must be utilized. The appropriate ethics are required in the integration of technology and media for learning, that the concerns for the negative impacts of technology can be avoided, for example technology evolving to dehumanization. Otherwise, the role of technology is abundant in the interaction among humans for learning, as well as the interaction with appropriate technology facility.

References

Calli, L., Balcikanli, C., Calli, F., Cebeci, H., & Seymen, O. (2013). Identifying factors that contribute to the satisfaction of students in e-learning. *Turkish Online Journal of Distance Education*, *14*, 85-101.

Caruso, J.B., & Salaway, G. (2009) The ECAR study of undergraduate students and information technology. *Journal of Computer-Mediated Communication*. 13 (1). Http:// net.educause/ir /library.

Chen, B., & Marcus, J. (2012) Students' self-presentation on facebook: An examination of personality and self-construal factors. *Computer in Human Behavior*, 28 (6) 2091-2099.

Dabbagh, N., & Kitsantas, A. (2012) Personal learning environment, social media, and self.-regulated learning: A natural formula for connecting formal and informal learning. *The Internet and Higher Education*, 15 (1) 3-8.

Dabbagh, N.,& Reo, R. (2011a) Back to future: tracing the roots and learning affordances of social software. In M.J.W. Lee & C. McLoughlin (eds). *Web 2.0-based e-learning: Applying social informatics for tertiary teaching* (pp.1-20). Hershey, PA: IGI Global.

Dynarski, M., Agodini, R., Heaviside, S., Novak, T., Carey, N., Campuzano, & Sussex, W. (2007). *Effectiveness of reading and mathematics software products: findings from the first student cohort*. Washington, D.C.: U.S. Department of Education. Retrieved March 12, 2010 from http://ies.ed.gov/ncee/pubs/20074005.

Frei, S., Gammill, A., & Irons, S. (2007) *Integrating technology into the curriculum.* Huntington Beach, CA: Shell Education

Hobbs, R .(2006) .Multiple visions of multimedia literacy: Emerging areas of synthesis .In M.C. McKenna, L.D. Labbo, R.D. Kieffer, & D. Reinking (Eds.) *International Handbook of Literacy and Technology*.(Vol. II. pp.15–28) Mahwah, NJ: Lawrence Erlbaum Associates.

Jones, S., & Fox, S. (2009) *Generations online in 2009. Data memo*. Washington, DC: Pew Internet and American life Project. http: //pewinternet.org.

Kim, K.S., & Sin, S.C.J. (2011). Selecting quality sources: Bridging the gap between the perception and use of information sources. *Journal of Information Science, 37*(2), 178–188. doi.org/10.1177/0165551511400958.

Kulik, J. A. (2003). *Effects of using instructional technology in elementary and secondary schools: what controlled evaluation studies say*. Arlington, VA: SRI International. Retrieved March 12 from http://www.sri.com/policy/csted/reports/sandt/it.

Lenhart, A. (2009) Adults and social network websites. Washington, DC: Pew Internet and American life Project. http: //pewinternet.org.

Lenhart, A., Purcell, K., Smith, A., & Zickurt, K. (2010) Social media and young adults. Washington, DC: Pew Internet and American life Project. http: //pewinternet.org.

Mazman, S.G., & Usluel, Y.K. (2010) Modeling educational usage of facebook. *Computer & Education*. 55, 444-453.

McKenzie, M (2005). *Multiple intelligences and instructional technology*. Second Edition. Eugene, Oregon: International Society for Technology in Education.

Moeller, B. & Reitzes, T. (2011) *Integrating technology with student-centered learning*. Quincy, MA: Nellie Mae Education Foundation.

O'Donoghue, J. (2010). *Technology-supported environments for personalized learning: Methods and case studies*. Hershey, PA: IGI Global.

Palfrey, J.G., & Gasser, U. (2008) *Born digital*. New York: Basic Book.

Penuel, B., Golan, S., Means, B., & Korbak, C. (2000). *Silicon valley challenge 2000: Year 4 report*. Menlo Park, CA: SRI International.

Prensky, M. (2011) Digital natives, digital immigrants: *On the Horizon*, 9 (5) 1 – 6.

Reeves, T.C.(1998). *The impact of media and technology in schools: a research report prepared for the Bertelsmann foundation*. Athens: The University of Georgia. Retrieved.July.10,.2006,.from. http://itech1.coe.uga.edu/~treeves/ edit6900/BertelsmannReeves98 .pdf.

Roblyer, M.D., McDaniel, M., Webb, M., Herman, J. , & Witty, J.V. (2010) Findings on facebook in higher education: A comparison of college faculty and student uses and perception of social networking sites. *The Internet and Higher Education*, 13 (3), 134-140.

Shimic, G. (2008) *Technology enhanced learning tools*. In Miltiadis, D. Lytras, Dragan Gašević, Patricia Ordóñez de Pablos, & Weihong Huang. *Technology Enhanced Learning*. Hershey, New York: IGI publishing.

Tapscott, D. (2009) Grown up digital: *How the net generation is changing the world*. New York: McGraw-Hill.

Wenglinsky, H. (1998). *Does it compute? The relationship between educational technology and student achievement in mathematics*. Princeton, NJ: Educational Testing Service. Retrieved March 2, 2010 from http://www.ets.org/Media/Research/pdf/PICTECHNOLOG.pdf

Wenglinsky, H. (2006). Teachnology and achievement: The bottom line. *Educational Leadership*, 63(4), 29-32.

Wodzicki,K., Schwammlein, E., & Moskaliuk, J. (2012) Actually I wanted to learn: Study-related knowledge exchange on social networking sites. *The Internet and Higher Education*, 15 (1), 9-14.

Yu. A.Y., Tian, S.W., Vogel, D., & Chi-Wai-Kwok, R. (2010) Can learning be virtually boosted ? An Investigation of online social networking impacts. In Pheng-Chun Lin, Huei-Tse Hou, Shue-Ming Wang, & Kuo-En Chang (2013). Analysing knowledge dimensions and cognitive process of a project-based online discussion instructional activity using facebook in an adult and continuing education course. *Computer and Education*. 60 (2013), 110-121.

Yukselturk, E., & Yildirim, Z. (2008). Investigation of interaction, course structure and flexibility as the contributing factors to students' satisfaction in an online certificate program. *Educational Technology and Society, 11*(4), 51-65.

THE INNOVATION OF COMPLETE CLASS SUSTAINABLE SYSTEM IN IMPROVING THE QUALITY OF EDUCATION IN GOWA REGENCY

Abdul Kadir
Postgraduate Student at State University of Malang
Email: akadir106@yahoo.co.id

Abstrak: Innovation in education is a challenge and an answer of the various problems facing by education today. The Undang-Undang No. 32 year 2004 subsection 2 section (3) is as the normative foundation for local government to innovate the government enforcement. Related to it, The Regent of Gowa created innovations in education side, named Completed Class Sustainable System (SKTB). This SKTB (1) provide an opportunity for all learners to master all the competencies as stated in the Standards of Competency and Basic Competency, (2) provide educatin services maximally for the learners with a condusive situation, (3) provide an opportunity to the learners who can complete the all basic competency in each subject more quickly, (4) help and facilitate the development potential of the learners as a whole (the spiritual intelligence, the emotion (intrapersonal), the intellectual, social (interpersonal), spatial, language, musical and kinesthetic) to establish a good personality, since an early age until the end of life to create well-educated society, (5) improve the professionalism and accountability of the institution as the civilizing center of knowledge, skills, experience, attitudes, and values based on national and global standards.

Keywords: SKTB, improving, quality, education

Innovation is a necessity to fulfill the public demands higher; Innovation is the most intelligent answer to restore public belief in the government. Innovation must become a national movement to improve competitiveness and create a world-class administration. Innovation has become an important concern in any periodicity government "Innovation Or Die" as a solution to provide services, empowerment, and competitiveness in a globalization era. The word of innovation is often associated with the change, but not all changes can be categorized as an innovation. Some assumptions that reveal the meaning of the importance of innovation in government has been becoming a concern, particularly in achievement of local govenrment implementing decentralization. According to Schumpeter (1934) in Irwan (2010: 3) states that with innovation, it could provide additional value of the products, services, business process, marketing, delivery systems and policies, not only the organization but also the *stakeholders* and public.

The importance of innovation in increasing the capacity of government also expressed by Ali Farazmand (2004: 20) that *"Without innovative and adaptive administrative or managerial system, Innovative policies are doomed to failure*".

Innovations in therms of education is very vital in forming personality. The Elimination of education, the value of curriculum of the institutions of formal education is claimed out by many people as one of the main causes of deterioration of morals and manners of society as reflected in the high rates of crime and immorality. Pretext integration of values education in citizenship and religious education, but the implementation is not on target because of the values education are given by rote method with less portion to fulfill the evaluation of the educational process in which only measures the cognitive domain. Surely, this is contrary to the principles of the values of education such affective domain and it can not be measured by using the evaluation model of education as defined by the national education system.

Thus, innovation is always needed, especially in the education side, in way to overcome the problems that are not only about education problems itself but also the problems that affect the smooth running of the education process, one of the important aspect in the context of education is to look up the curriculum, methods, models and the media formulated by the education.

Often, the curriculum, methods, models and media made as the patient of object, in the sense that the lack of success in education due to the too frequent curriculum, methods, models and media are changed. In fact, it should be understood that the curriculum, methods, models and media should be dynamic, should be changed to follow the changes that occur in society. Cuban (1991: 176) argues that in order to understand the changes in the curriculum, we need to understand three basic ideas of the changes. They are: (a) the plan change is always good, (b) must be separated between the *change* and *stability*, and (c) if the plan has been adopted, the changes need to be improved to the plan (improvement). The rapid development of the local environment, regional and current international, it influences the handling of education in each single level of education. Associated with these developments, the need to fulfill the demands in improving the quality of education is very urgent because of the tight competitive among nations in the world nowdays. In relation to this, atleast there are three main focuses need to be solved in the implementation of national education, they are: (1) the effort in improving the quality of education; (2) the high relevance in education, and (3) the education governance is strong. But we realize that each of them is urgent and relevant in implementing the national education in the future.

In the Indonesian context, innovation in local government began to receive attention since the turn of the Orde Baru regime to Orde Reformasi marked by a delegation of authority from centralization to decentralization reinforced by the legitimacy through Undang-Undang No. 22 year 1999 on local government which was then modified into Undang-Undang No. 32 year 2004, in subsection 2, section (3), which became normative foundation for local governments to innovate in governance. Similarly, Peraturan Pemerintah No. 6 Year 2008 on Guidelines for Evaluation of Local Government Implementation in subsection 18 become the legal basis for local government in improving its performance including an innovative breakthrough. The emergence of the innovation program has brought significant impact in improving the wellbeing of society.

Related to discussion above, the empirical studies that demonstrate the success of the innovation of local government is influenced proponent or inhibiting factors as stated by Bigham in his research in local government in the United States, there are three dominant factors in the development of innovation, they are: Comunity environment, organizational environment, organizatinal characteristcs (Almond et al. 1976: 238). In line with Irwan et al, in their study emphasize two inhibiting factors of innovation of local government: (1) leadership, including the leadership vision and style, (2) organization climate that include reward, organization structure and politic environment.

In the international as in draft of UN resolution number A/60/L.24, the General Assembly of UN agreed that the United Nations should promote innovation in government in order to revitalize public administration by building a culture of innovation, collaboration and responsiveness (UN, 2004: 3).

As the information gathered in Gowa community indicates that the local government is very enthusiastic to improve the quality of education as mandated by the People of Gowa. From the result of hard work of Gowa government, it has been proven by several awards which have been achieved, including: (1) Ki Hajar Dewantara Award from the Ministry of Basic and Secondary Education (2014); (2) UNESCO Literacy Price of UNESCO (2009); (4) Satya Lencana Wirakarya (Highest Award for Education) from the President of the Republic of Indonesia (2008); (5) Aksara Anugrah Pratama (2005); (6) Aksara Anugrah Madya (2006); and (7) Aksara Anugrah Utama (2007). In addition to some of the award, in 2010 Fajar Institute Pro Autonomi (FIPO) of Sulsel give autonomy reward to the government of Gowa because their success in programming the innovation in education.

By giving attention the reality of the innovation program that has been processed in Gowa as mentioned previously, it shows that the region has run its authority to regulate and to care of education. However, it does not mean that besides the success and various awards received, the issue of education services is no longer.

Thinking about the importance of innovation for the advancement of the region, then Gowa government launched a number of policies that are very innovative programs such as Complete Class Sustainable System (SKTB).

The Complete Class Sustainable System was born of new ideas that to be compete in the international, local governments have to fix some existing systems in the institution. One of them is the education system itself which will create qualified human resources. By the qualified quality of human beings, it can be an asset at once as the pearhead against the various challenges, barriers and obstacles of the nation in the future. Logically, such shows innovation to improve the quality of life and lead the people to achieve national education goals.

DISCUSSION

Overview of SKTB

The provisions of Otonomi Awards 2014 gave a special appreciation to Gowa Regency as the Inspirative Category in SKTB program. It is inspiring because the system of education was born and in Indonesia it is applied in Gowa Regency only. At the same time, SKTB also got appreciation in Ki Hajar Dewantara Award given by the Ministry of Education. Besides that, this program also has a great potency in solving some troubles and challanges that exist in education and has a good role for the other local governemnt. In its development, there are many people interested to this concept which insiated by Gowa Regent, Ichsan Yasin Limpo.

By means of the Education, the Youth and Sport Department, since 2012, SKTB program has been implemented as the commitment of the local government in this case Education side. SKTB also acn increase the accessibility of the learners into the higher level by giving certainty and the completeness of the measurable competency in every single stage without recognizing the remained class system. The concept was firstly introduced by Gowa Regent on May 02, 2011 in front of the figure and education expert.

As the first step, SKTB was implemented in some model schools. Precisely 50 school for SD, SMP, and SMA/SMK in Gowa in 2013. Then, in 2014 the system was aplied in all school stages in Gowa Regency. SKTB system or konwn as Automatic Promotion is

an approach that seeks to optimize the system of education services to maximize the all components of learning and school management effectively. SKTB system requires each learner to follow the basic education. The goals to be achieved by SKTB system is to provide education services to for learners maximally. It allows the learners to learn optimally in completing all the competenceis in all subjects in each unit of education. Als, it assist and facilitate the development potential of the learners as a whole (spiritual, emotional, intellectual and kinesthetic intelligence) early in order to form a complete personality.

Legally and theoretically, this program does not conflict with the Undang-Undang. In accordance with Undang-Undang No. 20 year 2003 on National Education System as well as a number of other government regulations. While theoretically, SKTB actually has an impact on cost efficiency, and the concept and the time of learner learning.

To arrange and build the framework of SKTB, the locsl Government formed several teams, namely the Expert Council of Education through Regent Decree No. 126 /I/2014, the Complete Class Sustainable System Team through Regent Decree No. 350/IX/2012, the Drafting Module Team of SKTB for Elementary School, junior high school, and senior high school Teachers through the Head of Sport Education and Youth Decree No. 800/82/DIKORDA/SK/III/2014 and the Drafting Semester Credit System Team on te Implementation of SKTB in elementary school, junior high school, and senior high school through the Decree of Head of Sport Education and Youth No. 800/041/DIKORDA/SK/I/2014.

Several major components in the implementation of SKTB is continously developed by the local government. First is the curriculum. The curriculum used in the Complete Sustainable Class is the current curriculum. The curriculum consists of national curriculum which is set out in the Regulation of National Education Minister Number 22 Year 2006 on the Standards of Content and the Regulation of National Education Minister Number 23 year 2006 on the Graduates Competency Standards. Content Standards of Content consists of the Structure, Competency Standards, Basic Competence and Curriculum Development Principles then developed by the education unit Kurikulum Tingkat Satuan Pembelajaran (KTSP). the implementation of Sustainable Completed class is the implementation of the KTSP.

According to the government's policy regarding to the Character Education, so the process of developing the syllabus and RPP is imported values from character education. Therefore, the syllabus and lesson plans for the Sustainable Completed Class is the syllabus and lesson plans that have been enriched by the values of character education.

The second component is early detection. Early detection is a learning strategy that is applied in early learning activities with the aim to identify and to map the competencies of learners. It should be done by the teachers in early learning activity with the purpose of obtaining data and information about the interests, talents, competence and creativity of each learner for each subject.

Another component instance Semester Credit System (SKS), assessments, remedial/enrichment clinic early and continue to be evaluated on an ongoing basis the implementation by local authorities. This is done due to all components can be integrated in process until to produce the expected output SKTB.

SKTB improve the accessibility of learners to the next education level by providing certainty and thoroughness measurable competence process in each level. In other words, there is no longer term "failed" for the learners. Some competencies had not been completed, then it can be completed without having to repeat all the competencies that are already completed.

This system attracted the attention of many people, including some college. To date, approximately 20 universities like UGM, UI, ITS, Unhas, UNM and the 45 University Makassar are cooperating in form of MoU. The universities are ready to accept the alumnus of SKTB with all the cost of organizing are carried out by local government. SKTB program has also been recognized and received various appreciation of a number of parties. Not only universities, but some other local governments also immediately conduct a comparative study to Gowa to see the implementation of SKTB. Regent of Gowa is also always invited to the several forums and institutions to present the concept of SKTB.

Cessation of 2013 curriculum by the national government will not disrupt the education process in Gowa. It is because Gowa has run autonomously education concept through SKTB since 2013. Some aspects in the implementation of SKTB continue to be refined in order to produce graduates who are able to answer the global challenges.

Definition of SKTB

SKTB is a policy of Gowa regency that emphasizes the quality and comprehensive educational services to learners which put the learners as the subjects in the learing activity, so that they can develop their potential fully. Complete Class Sustainable System (SKTB) is a learning process that develops the potential of learners to achieve the required skill quality of curriculum. Operationally, SKTB is interpreted as follows:

a. Complete in reaching the quality of a subject in accordance with the requirements stated in Class Minimum Competency (KKM).
b. Complete in completing one semester of the lessons based on the load of credits stated in the curriculum.
c. Complete in finishing the subjects in the class followed.
d. Continuously follow the learning (competence) at the next grade even though at the end of learning (semester/year) there are still basic competencies that have not been completed (has not fulfilled KKM yet) on specific subjects.
e. Learners do not live classes and not get remedial in the entire subjects in a particular class, but should complete the basic competence on certain subjects which do not fulfill the current agreements in the next class.
f. Sustainable continue their education (SD / MI, SMP / MTs, SMA / MA, SMK / MAK) to the next education level by completing all competency standards in each subject in the last class (Tim SKTB, 2012: 36).

Technical Learning Mastery of SKTB

Technically, the completeness assessment is based on the mastery of all indicators for a Basic Competency (KD) represented by equal scores or more than the KKM. Technically, the learning completeness of SKTB described as follows:

a. If the value obtained is equal or more than the KKM for a Competency Standards, the learners are continuing their learning to the next Competency Standards.
b. If the value obtained is equal or higher than the KKM for one subject in a semester, the learners continue their learning to the next semester.
c. If the value obtained by a learner in a daily test is lower than KKM, the learner must receive assistance so that he/she reaches the KKM or more. Providing assistance to such learners by the teachers and known as remedial learning (Tim SKTB, 2012: 38).

After the learners achieve the same or higher than the KKM, so they may continue learning. KKM shows the ability to be possessed learners. In the Sustainable Completed ClassApproach, the KKM value is used as a reference for the teacher to determine learning mastery of a learner. The determination of learning mastery is done since the first daily test sustained until the end of the school year (Tim SKTB, 2012: 39).

Learning Objectives of SKTB

Every innovation certainly has a noble purpose. As SKTB, this innovation has the following objectives:

a. Provide an opportunity for all learners to master all the competencies as stated in the Competency Standards and Basic Competence and formulated in KKM.
b. Provide education services maximally on learners in a condusive atmosphere, so that the learners can learn optimally and be able to complete the achievement of competence in all subjects in the curriculum of each education unit.
c. Provide an opportunity to learners who can complete the mastery of all basic competencies in each subject
d. Assist and facilitate the development potential of learners as a whole (intelligence spiritual, emotional intelligence (intrapersonal), intellectual, social intelligence (interpersonal), spatial intelligence, language, musical intelligence and kinesthetic intelligence) in forming a good personality, since in the early age until the end of life in order to realize a learning society; and
e. Improve the professionalism and accountability of the institution as a civilizing center of knowledge, skills, experience, attitudes, and values based on national standards and global (Tim SKTB, 2012: 40).

FINDING RESULT

After two years (2013-2014) SKTB is applied in Gowa at 50 trial schools chosen in the elementary school, junior high school, and senior high schools have done some research as to the following description:

Andi Puspita Nawir, 2014. Complete Class Sustainable Innovation in SD Inpres Bontoala 1 with the results:

a. SKTB is effective to improve the learners' achievement because in their learning refers to the competence of each learner.
b. SKTB involves the teacher's performance as a whole both in the learning process and in forming character.
c. the School management is more participatory, accountable, and focused on the developing the quality of learning and learners' achievements.

Surya Pratama, 2014. The Influence of Teachers Competency to the Results, Interest and Learners' Motivationthrough the implementation of SKTB in MIN Bontosunggu with the following results:

a. The application of MIN Bontosunggu SKTB in the education and teacher training required to support the teachers' professionalism and mastery to the new applied system. Therefore, teachers have the skills to teach better.
b. Teacher competency has a positive and significant influence to the outcome of interest, and learner's motivation to learn through the implementation of SKTB in SD O1 Sungguminasa.

SKTB program evaluation data at the 10 Elementary School (SD) four semesters (odd/even) in 2013-3014, can be seen in the following figure:

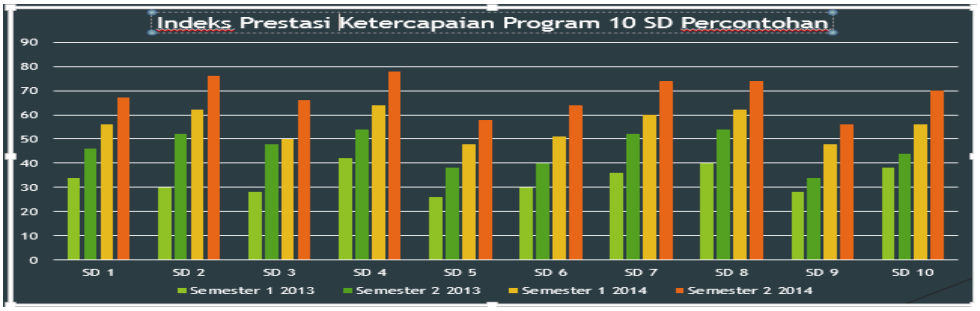


Figure 1. Grade Point in SKTB SD

The graphic in the pictures above shows the increase in quality and the achievement of the implementation program of SKTB in ten primary schools. At the beginning of the semester implementation (2013), SKTB did not show very good results, however, it increased significantly at the end of the first half of the year until the end of the second half of the year (2014).

CONCLUSION

STTB is a quality education and comprehensive services system to learners that put the learners as subjects in the learning activity so that they can develop their potential fully. Complete Class Sustainable System (SKTB) is a learning process that develops the potential of the learners to achieve the required quality of the curriculum. SKTB is an effort of Gowa government to improve the quality of education in Gowa. It can be seen from the awards earned, research, and community satisfaction about the program. The application of SKTB improves the quality of learning, teacher competence, professionalism of education services, and the improvement of the infrastructure and facilities. ✍

References

Almond, dkk. 1976. *Comparative Politics: A Developmental Approach*. New Delhi:Oxford and IBH Publishing Commpany.

Cuban, L. (1991). *Curriculum Stability and Change*. Dalam Handbook of Research on Curriculum. New York: Macmillan Publishing Co.

Farazman, Ali (ed). 2004. *Sound Governance, Policy and Administrative Innovations*. London: Praeger.

Irwan. 2010. Inovasi Sektor Publik. Jakarta: PT Gramedia.

Nawir, Andi Puspita. 2014. . Inovasi Kelas Tuntas Berkelanjutan di SD Inpres Bontoala 1 Kabupaten Gowa. Artikel tidak diterbitkan.

Peraturan Pemerintah Nomor 6 Tahun 2008 Tentang Pedoman Evaluasi Penyelenggaraan Pemerintah Daerah.

Pratama, Surya. 2014. Pengaruh Kompetensi Guru Terhadap Hasil, Minat dan Motivasi Belajar Siswa melalui Implementasi SKTB di MIN Bontosunggu Kabupaten Gowa. Artikel tidak diterbitkan.

Schumpeter J. 1934. *The Theory of Economic Development. An Inquiry into Profits, Capital, Credit, Interest and the Business Cycle*. Harvard U.

Tim SKTB, 2012. *Sistem Kelas Tuntas Berkelanjutan Kabupaten Gowa*. Gowa/Makassar: Dinas Pendidikan Kabupaten Gowa.

United Nations. 2004. *Laporan Perkembangan Pencapaian Tujuan Pembangunan Milenium Indonesia*. Jakarta: United Nation General Assembly.

THE INNOVATION OF COMPLETE CLASS SUSTAINABLE SYSTEM IN IMPROVING THE QUALITY OF EDUCATION IN GOWA REGENCY

Hajjah Rafiah; Nur Aida Endah P.; Yudha Adhian
Postgraduate Student at State University of Malang
Email: rafi_alazky@ymail.com

Abstrak: The purpose of this paper is to describe the importance of informal education in Indonesia, especially to build the character of children. Based on study of literature showed that the orientation of informal education is to teach the behavior, values, social skills, and knowledge in daily activities which are based on the environment. The environment consisted of family, neighbors, playground, and the social media, which the most important is parent. It is based on the fact, educational character is begun by family, although the subsequent development of the environment outside the family also greatly affected. One obstacle that is found is the high use of social media that can provide positive or negative effects. Therefore, the roles of parents are not only as a model and educator, but also as a controller. The solution is offered to utilize source of problem as an alternative problem solving by making the family group in social media. Also, parents have to be active to follow their children's account.

Keywords: informal education- social media - role of parent

Everyone is learning informally. In the first of years before starting school, they acquired some knowledge about the socio-cultural, language, the basic of reading and numeracy. This learning is mentioned by informal learning where the process is happened naturally and unorganized, but occured through interaction with family in every day life and wide world around them. Therefore, informal education is a basic education of further education.

Parents as education major in the family environment have to be really provided the best education for children. There is no reason for parents to avoid education. Reviewing that the children needed informal education from family environment and important to children's development.

Yet, parents faced today's problem is their children are extremely active in social networking or moreover become addicted of social media. This be one of obstacles in building character values. So that, this paper is going to describe how to build character through informal education and the influence of utilizing media in informal education context.

THE ROLE OF INFORMAL EDUCATION IN BUILDING CHARACTER

Informal education means learning is held and occured outside of classroom (Greenfield, 2009), school, university, and outsite of formal education system (Farahani, Mirzamohamadi, & Noroozi, 2014). Informal education is the part of non-formal education (Petnuchova, 2012). However, it is flexible and unrestrictable. Further, Petnuchova said that the informal education can be held everywhere whether person is needed, motivated, and had a chance to learn. In addition, informal education known as unpredictable learning and has a big impact in personal learning experiences. According to Laurillard & Eshach (in Mills, Knezek, & Khaddage, 2014), informal education is basicly directed and attracted by individual interest, not based on curriculum, there is no assessment system and not oriented toward spesific skill. But, the implication is seen from daily activities while working, or yield of family interaction. So, the main focus of

informal education is individual and rely on self control of he his self toward what have been learned (Laurillard in Mills, Knezek, & Khaddage, 2014).

According to Marsick and Volpe (in Petnuchuva, 2012), informal education has many characteristics, as follow: 1) routine, it's integrated with daily activities; 2) subconscious, happened in unawareness; 3) suddenly happened, influenced by chance; 4) inductive; 5) it's integrated with the other learning. Based on fifth point, Farahani, Mirzamohamadi, & Noroozi (2014) emphasize that in the view of modern philosophy era, both informal and formal education are similiarly important. Because informal education also being important part of general education, pervade formal education, non-formal education and informal education (Kumbes dan Ahmad in Farahani, Mirzamohamadi, & Noroozi, 2014).

Informal education is also included in lifelong learning context, since learning process is able to do through hobbies, volunteers and through life experiences (Petnuchova, 2012). It is the same idea as Farahani, Mirzamohamadi, & Noroozi (2014) and Conner (in Baser, Hasan, Hassan, Sulaiman, Hadi, & Buntat, 2013) said that informal education orientation is built through daily action in frame learning attitude, values, skill and knowledge which based on self of experiences and also is influenced by educative source from environment. The environment consisted of family, neighbor, playground and mass media. Dewey (in Mills, Knezek, & Khaddage, 2014) also emphasize that informal education concept is going on experience and result of interaction. So that, **in this paper define informal education** as education oriented to build values, habits, skills and knowledge that based on daily activities, influenced by environment and going on unawareness continously.

According to Greenfield (2009), informal education has a role in building personal thinking and the process is growth as initially children period. Thomas and Pattison (2013) explain that children, who spend all time with their parents for as a lifelong, will experince interaction of learning through everyday activities unnoticed. Therefore, parents have a major role in informal education.

The objective of informal education has many orientatiom, depends on personal necessary. According to Ebrahimzadeh (in Farahani, Mirzamohamadi, & Noroozi, 2014), the objective of informal education is to enhance prosperousness for human life. Individual needs change with age. Then, the learning content in informal education taught depend on individual activities, social habits, and adjust with age (Farahani, Mirzamohamadi, & Noroozi, 2014). Thus, the implementation of informal education done to fill needs associated with life skills, how to socialize, or content associated with the communication media.

MEDIA IN INFORMAL EDUCATION CONTEXT

Media technology is the most important parts of informal education environment (Greenfield, 2009). Technology consist of internet, television, video games, etc. are part of informal education environment rather give more entertainment than education content, although technology is important thing as a source of cognitive socialization. Influence of media in formal and informal education is supported by research of Cuc (2014), explain that media influence toward formal and informal education in social-culture in Roma that related students training needs.

Social media is one of technology that facilitate social interaction (Bryer & Zavatarro, 2011). Facebook, twitter, path, instagram are an example of social media application that support social interaction on cyberspace (commonly mention as social networking sites). By usi ng social network, we can acquire new friendship in wide society, even we can find new friend on various environment. It is a teenager's necessary to have social media.

In quoted by *Harian Antara Jateng Online* edition, Juni 29, 2015, the ministry of communication and informatics noted that internet users in Indonesia are 137 million users, or about 57 % inhabitant. While the Chinese Government authorities said that the internet users in Chinese reach 650 million users. Then Erjavec (2013) also mentions that more than half of students in Slovenia (aged 13-24 years) create their own profiles on social networking sites. Erjavec added that a number of international studies have shown that the use of social networking is the extracurricular activities that the most teenagers do.

Social media can be utilized as an interface for the application of informal learning toward deficiencies in formal learning acquired in formal education. This is supported by research that conducted by Chen and Bryer (2012) about the use of social media to facilitate individual learning in formal and informal education. Based on research findings shows that learning by using social media gives individual new experiences to explore information beside school environment.

Russo (2009) conducted a research regarding the impact of social media in informal learning. The survey results revealed that social media is able to be a major role in informal learning environments such as museums, libraries and art galleries. It is proved that social media can offer something different to youth in order to participate in activities related with cultural activities, which isn't provided in an informal environment, since social media can be used to create youth connect directly to the cultural content and acquire an authentic learning experience.

In fact, social media has a huge negative impact. It became one of the obstacles to build good character of human. Adolescents become more active in social networks to share everything that happens in their every day life. Fewkes & McCabe (2012) reported that Facebook users in 2011 spent about 700 billion minutes per month to use social networking. Erjavec (2013) said that adolescents, especially girls very easy showing their negative emotional state in social media such as anger, disappointment, frustration or helplessness associated with the tasks of school or close friends. This condition makes them forget to talk and share with their parents and other relatives.

The conditions in which children and adolescents prefer to socialize in cyberspace raise some concerns. Character values to behave courteously and care becomes verylow. A study reported that only about 36% worth reading post of more than 43,000 posts on Twitter (Lin, Hoffman, & Borengasser, 2013). Bullying phenomenon with indecent words are very widespread in the social network shows that adolescents feel free to speak disrespectful, because there are no rules for teens about spelling. Addicted to social networks make them become lazy because too preoccupied with their social networks and forget their obligations as students. In addition, they will also be selfish, careless about the environment because they spent their time only for internet.

SOCIAL MEDIA AS SOLUTION

Based on the above explanation, we have known that social media give 'two side effects' in formal and informal education. In order to control the use of social network technologies of teenagers very rapidly, parents can use social networking as a tool of control over their children. In other words, social media becomes an alternative solution for the negative impact of the use of social media. Some steps are that can be taken by parents is to create an account on the account of social networking and connect to their children and friends. In addition, parents create a group or a community of families, for example, use traditional whatsapp applications for family members at home. There is a media that able to be discussed directly can be discussed through the families group. According to Gracia, Ebeltagi, and Dungai (2015) some children are much more comfortable interacting online than interacting directly with face to face. Although, this statement is recommended but better idea is to talk directly to be parents can understand the emotional state of the child than talk by media social.

Features tags on Facebook can be used parents to mark their children with postings about learning or motivation of children's life. Facebook can provide informal learning environment that students can present issues of "real world" that the relevant (Cain & Policastri, 2011). The parents can make some questions the child's opinion about the posting as a discussion when gathered at the dining table or living room.

The best solution to keep children from the negative effects of social media so that the orientation of informal education in instilling values and character is to be a friend to children or adolescents. They had to be embraced and taught to always be honest with any issues they face. Particularly for children in the period of puberty who feel to be free from parents and get the recognition that they have grown. The parents must provide a reason to talk about a problem with the family, especially the parents will provide a more comfortable sense because parents can keep a secret better kids.

CONCLUSION

Using media social is able to be a bridge make communications two direction between parents and their children. Despite many impacts of social media, it is able to use as an alternative solution to cope for negative impact of the social media. The steps are able to taken by the parents is to make an account of social network and connect their children and their friends. Because, some children very comfortable to interact through online than face-to-face interaction live. Although, this statement is recommended but better idea is to talk directly to be parents can understand the emotional state of the child than talk by media social.

Therefore, orientation of informal education can grow good character of kid's selves to do as good as possible. In short, if the good character of children already established through informal education, so that using any media to be crucial needs of each individual direction.

References

Agung, L. (2011), Character Education Integration In Social Studies Learning, *International Journal Of History Education,* 12(2), 392-403

Aslan, Mecit. (2014), Handbook Of Moral And Character Eduction, Edt. Larry P. Nucci And Darcia Narvaez, *International Journal Of Instruction*, 4(2)

Atmaca, C. (2014), To Facebook or not to Facebook?, *Intenational Journal of Arts and Sciences*, 7(6), 183-202

Bryer, T. A. & Zavattaro, S. (2011), Social Media and Public Administration: Theoretical dimensions and introduction to symposium. *Administrative Theory & Praxis*, 33(3), 327

Cain, J. & Policastri, A. 2011, Instructional Design and Assessment (Using Facebook as an Informal Learning Environment), *American Journal of Pharmaceutical Education*, 75(10) 1-8

Chen, B. & Bryer, T. (2012), Investigating Instructional Strategies for Using Social Media in Formal and Informal Learning, *International Review of Research in Open and Distance Learning*, 13(1), 88-104

Chunngam, B., Chanchalor, S., & Murphy, E. (2014), Membership, Participation and Knowledge Building in Virtual Communities for Informal Learning, *British Journal of Educational Technology*, 45(5), 865-879

Erjavec, K. (2013), Informal Learning through Facebook among Slovenian Pupils, *Scientific Journal of Media Education,* 21(41), 117-126

Fewkes, A.M. & McCabe, M. (2012), Facebook: Learning Tool or Distraction?, *Journal of Digital Learning in Teacher Education*, 28(3), 92-98

Garcia, E., Elbeltagi, I., & Dungay, Kerry. (2015), *Student use of Facebook for Informal Learning and Peer Support* - Proceeding of the European Conference on E-learning (United Kindom of England, January, 1)

Jamuddin, Dindin. (2013), Character Education in Islamic Perspective, *International Jounal Of Scientific & Technology Research*, 2(2), 187-189

Lin, M.G., Hoffman, E.S., & Borengasser, C. (2013), Is Social Media Too Social for Class? A Case Study of Twitter Use, 57(2), 39-45

Narvaez, D. & Lapsley, D. K. (2006), *Teaching Moral Character: Two Strategies fo Teaching Education*, South Ben, Indiana: University of Notre Dame

Pala, A. (2011), The Need For Character Education, *International Journal Of Social Sciences And Humanity Studies*, 3(2), 23-32

Russo, A., Watskin, J., & Smith, G.S. (2009), The Impact of Social Media on Informal Learning in Museums, *Education Media International,* 46(2), 153-166

Sumarno. (2011), Peran Pendidikan Nonformal dan Informal dalam Pendidikan Karakter Bangsa, *Cakrawala Pendidikan*, 78-84.

STUDENTS' AWARENESS OF GENDER DIFFERENCES IN LANGUAGE USE AS DEPICTED IN THE MEDIA

Mirjam Anugerahwati
State University of Malang
Email: mirjamanugerah65@gmail.com

Abstract: This research aimed at finding out students' awareness of gender differences in language use in seven types of media: TV shows, TV commercials, songs, comic books, short stories/novels, movies, and social media communication. Data were collected from papers of 75 students in the course Gender and Language. Students in groups analyzed one product of the type of media assigned to them. The analysis covered diction, grammar, and speech acts used by male and female characters in each type of media. Results of the analyses of students' papers showed that students could analyze the differences in the language used by males and females in detail; however, most papers still lack depth of discussion. This shows that they are aware of gender differences, but have difficulties in elaborating their views.

Key words: awareness, gender differences, language use, media.

The course Gender and Language is one of the three Gender courses offered at the English Department, Faculty of Letters, *Universitas Negeri Malang*. The other two courses are Gender and Literature and Gender and ELT. The former is offered to students of the Literature program and the latter is offered to students of the pedagogy (ELT) program. The course under study, Gender and Language, is for students of the Linguistics program. According to the Catalog of the English Department (2015), the objective of the course is to "introduce students to clear and insightful understanding of the topics of language and gender". The contents cover "interesting contemporary examples, historical overview, and academic knowledge needed to analyze and understand the construction of gender in meaningful language contexts."

Based on the objective and contents that should be covered the writer then selected materials and designed tasks for the students. She decided on the book Language and Gender, an Advanced Resource Book by Jane Sunderland (2008). The book covers topics such as the early works on gender and language, the influence of feminism and feminist linguistics, understanding gender, understanding language change, etc.

Some theories claim the following characteristics that differentiate men and women:

- Men interrupt women more than vice versa.
- Women are more communicative.
- Men do not give verbal recognition of the contributions in the conversation made by women.
- Men curse more than women.
- Women gossip more than men.
- Women talk more with one another than men do.
- Men speak more comfortably in public than women

Deborah Tannen, 1990. *You Just Don't Understand: Women and Men in Conversation*

- Women speak a language of connection and intimacy
- Men speak a language of status and independence

The students are curious whether in real life women and men do speak differently. Jonthon and Iris. Based on the above theories then students were asked to analyze some gender differences in the language of women and men in certain types of media. They

should refer, whenever possible, to the claims and theories that they have read in and out of class.

As mentioned in the catalog, one of the activities in this course is for the students to do a mini research to apply the knowledge and theories that they get from the course. For this activity the writer had decided that students had to do a mini research on the gender differences in language used in certain media: TV shows, TV commercials, songs, comic books/comic strips, stories/novels, movies, and social media chats. Students had to analyze the language used by the female and male characters in the media.

The research

This research was done as one of the assignments for the students enrolled in the course Gender and Language offered in the odd semester of 2015-2016. The subjects were 75 students from 3 offerings of the 2013 cohort. Most of them were students of the linguistics program, while some were from ELT. They worked in groups of 5 to 6, each group analyzing one type of media assigned to them through "lucky draw".

The method

In groups, students chose one product from the type of media they got as their assignment. They then analyzed the language used in that media product, that is the language used by the female and male characters in terms of diction, grammar, and speech acts.

The students then had to write a paper on the results of their analysis, and present it in class. They also had to provide some evidence of the gender differences that they discussed and presented. In doing so they should refer to some theories that they had got during the semester. The writer then analyzed the students' papers and presentations to know the depth of their understanding and analysis.

The students had chosen and analyzed some interesting media for their paper. Below are the media for each group;

TV shows: "Ellen de Generes Show", "X-Factor", and "the Full House"
TV commercials: "L'Oreal" and "Ducati".
Comic strips: "Archie", and "One Piece"
Movies: "Mrs.Doubtfire", "Finding Nemo", and "Boyhood"
Novels: "The Other Boleyn Girl" and "The Gift of the Magi"
Songs: "We are the Champion" vs "Roar", "Lelaki Buaya Darat" vs. "Racun Dunia"
Social Media Chats: "Facebook", "WhatsApp", and "SMS"

The groups submitted their paper via email, and the writer then analyzed them. The original task was for each group to analyze the media in terms of the diction, grammar, and speech acts used by the female and male characters in them. However, not all groups analyzed all aspects; some just discussed the diction and speech acts in the media.

The findings

Results of the writer's analysis showed that the students were able to analyze the gender and language aspects of the media as they were supposed to do according to the assignment. Most of them, however, analyzed the diction quite elaborately, while the

other two aspects, grammar and speech acts, were not generally well-discussed. Below are some excerpts of the students' papers.

Paper 1: Mrs. Doubtfire

a. The use of word "**Dear**" in the conversation. Much like we would use "Sir" or "Ma'am" to address someone older than us, people that are older than us may use "dear" to address us, especially if they don't know our names. Even if an older person does know us well, she may still choose to call us "dear" to show affection. Here is the example of using the word "dear" in the movie;

   Melinda : "Hello?"
   Mrs. Doubtfire : "Hello. I'm calling in *regards to the ad I read in the paper."*
   Melinda : "Yes. Well, would you tell me a little bit about yourself?"
   Mrs. Doubtfire : "Oh, certainly, dear."
   We see that Mrs. Doubtfire uses the word "dear" because she is much older than Melinda and as a way to address a person with respect like using the words "Mrs. or Miss".

To understand juvenile behavior, researchers have to consider three aspects according to biopsychosocial model (Engel, 1980). First, from Biological perspective; teenager physical attributes almost similar to matured individual, which their sexualorgans, cardiovascular system, motoric system are at in his/her prime. Secondly, from psychological perspective, emotion and facial expressions already concrete and well-defined; moraljudgementstarted to become abstract, based to rational and logical thinking and less selfish; talents and wishes are recognizable by themselves. Thirdly, in Social perspective: teenager started to being selective in choosing peers and related activities involving them; it creates new standards which may stimulate conflicts and/or rebellion with parents, teachers or authorities.At this point, inadequate adjustment between themselves and environmental pressures may rise, and the risk of having juvenile delinquency may appears.

Juvenile delinquency is included as deviant behaviors which violate social norms (Santrock; 2007, Goode, 2015); the term included social and psychological problem affecting youth underage, including violations of criminal laws by individual before 18 (Baldry, 2014; Brezina& Agnew, 2015, Santrock; 2007). Juvenile delinquency ranging from socially unacceptable behavior (mischief in school, truant from school, running away, smoking, alcohol consumption, sexual intercourse), status offense (running away from home), to criminal acts (theft, robbery, and murder).Juvenile with maladaptive behavior usually judged as aggressive, rebellious, breaking norms, uncontrollable, deemed it as an abnormal behavior. However, only experts can give reliable judgments at what points the behavior termed as abnormal, considering time (how long have/did it last), the patterns of behavior, context, and based on assessments.

In schoolcontext, patterns of juvenile delinquency are: skip classes, lying, conflict, run from home, frequent anger, fight or bullying others, torture people or animal, wreck properties or vandalism,fire-setting, and stealing (Puri, et al; 2011, 2012). While it is not easy to determine the cause, most of them are related to inadequate feeling, low self-esteem, anxiety or depression in a length of time, social problems in schools (i.e. low academic score, conflict with teachers and peers), family problems, and traumatic experience(Puri, et al; 2011). This may lead to more serious case; psychological disorder

(i.e depression), suicide, and more maladjustment problems such as addicted to alcohol, drugs and cigarettes (Santrock; 2007). In a longitudinal studies, there are three paths that lead teenagers fall into delinquency; 1). Conflicts with the authorities: they showed stubbornness then opposing and avoid authority; 2). Closed actions of mild delinquency, such as lying, damaging equipment (vandals), which may lead to more serious delinquency; 3). Open and mild aggression followed by fights and violence (Santrock, 2007). Teenagers who came from low social-economic level are found to be more problematic due to their complicated dimension on environmental pressure. However, these study are conducted in US, which has different context with Indonesia. A view standpoint of mental health and cultural norms in Malay community, probably the case of drug usage and pornography in Indonesia is not as high as in the US and Europe.

To prevent juvenile delinquency, counseling and meaningful leisure activities could be used, preferably in school settings. Intervention toward juvenile delinquency can use bio psychosocial approach. Depressed teens can use antidepressants prescribed by physicist, or go to Psychiatric Hospital. In psychological approach, counselors, pschologists can use mental intervention, therapy, etcto substitute irrational thinking; in social approach, providing social support, family therapy and peers or group therapy may contribute significantly to the problems of adolescence (Santrock, 2007).

While in school context, treatments to juvenile delinquency mostly using behavioral and punitive approach (i.e: punishment, sanctions) and only seen from a viewpoint of how far the effect result (or damage) caused by their delinquency. The more damaged effect, schools will give harder punishment such as expelled from school, handed over to law authorities, or put into the rehabilitation agency (SLB-E). In this case, school seems only behavioral approach to answer the problem, while any alternative treatments which provide a fully understanding toward bio psychological aspects of teenagers are ignored. Teenagers are in a stage of matured biological attributes, started to be independent in their thinking and emotion, and also need a social recognition. Behavioral approach are used as reactive response, and disregard what actually their needs which caused the delinquency. Therefore, any alternatives that involves the three aspects, such as using a media of sports, can be considered.

Sports already have reception for having positive effect to children and youth; it facilitates physical fitness, self-actualization and social development. While it could be competitive or merely excitement, the game itself may act as a test to understand their own capabilities, mentally and physically (Atkinson RL; et al; 1996 and Hurlock, EB, 1991). Team sports may develop interpersonal relationship, healthy social skills and mental development, mediating a mentally hygienic state among youth.

However, sport are less supported as an interventions, recent findings in California, AS, Elementary school children only spend 15 minutes of exercise per week in average; less than 30% of parents of elementary school students are active exercisers. A comparative study conducted in 28 states in the US, found that US teens are do less physically activities and consume more fast food than adolescents in other countries (WHO, 2000). Such as research findings in the US, teenager in 1987 that physical activity and exercise are 31% and in 2001 decreased to 18% (National Center for Health Statistics; 2000).

Based on benefits of sports aforementioned, it will be necessary to understand the map characteristics patterns of delinquency students, and to develop a model of integrated physical and character building as alternative intervention to juvenile delinquency. The study are divided in to two studies, first is to mapping the characteristics of juvenile delinquency, and second is to develop and integrated model of physical exercise combined wth character building as alternative intervention.

METHOD

The research objective is to determine the type and cause of delinquency behavior of student. We tried to mapping patterns on a data distribution, frequency, and characteristics of the different types and causes of delinquency in highscool and vocational students (SMA / SMK). The data obtained include: 1). Distribution, frequency, and characteristics of delinquent behavior SMA / SMK; 2). Distribution, frequency, and type of causes; 3). Daily physical activities; and 4). Kind of therapy / treatments according to Students. In the last interview, they also asked about their opinion if thetreatment also involves sports.

Method used is surveys and guided interviews, which have been developed from a focus Group Discussion (FGD). Location and Research Subjects in Research Survey, covering an area: 1) .Bojonegoro; 5 head/vice-principals; 8 school counselors; 25 students behaving badly; 2). Madiun; 4 heads / vice-principals; 5 BK teacher; 23 students behaving badly; 3). Kediri; 5 head / vice-principals; 5 BK teacher; 25 students behaving badly; and 4). Jember; 3 head / vice-principals; 5 BK teacher; 25 students behaving badly. Overall was; 17 head / vice-principals; 22 teachers BK; 98 students behaving badly.

Table 1.reseach subjects and location

Regions	Bojonegoro	Madiun	Kediri	Jember	Total
Head/ vice principals	5	4	5	3	17
School counselors	8	5	5	5	23
Students suspected delinquent	25	23	25	25	98
Total	38	34	35	33	

After collecting data, surveys and descriptive-quantitative data analysis are conducted to find a pattern of juvenile delinquency. The patterns obtained in study 1 will act as fundamental basis to develop models of physical and mental development is integrated through extracurricular sports activities SMA / SMK.

RESEARCH RESULT

The type of delinquency behavior and its students are vary, the detail results as follows: 1). Truant from school; b). Telling a lie to the teacher; c). Fights; d). Smoking in public places; e). Protest against the teacher; f). Mocking friend; g). Insulting a friend; h). Bullying; i). Run away from home; j). Drinking alcohol; k). Destruction (vandals) fasum; l). Pornography; m).Theft; n). Drug abuse (drugs).

Table 2. Mapping pattern results and therapy

Patterns of juvenile delinquency	Number	Percentage (%)	Therapy >4
truant from school, and its variations	82	84.7	62
Lying	50	51%	26
Fight / aggressive behaviors	38	38.8%	12
Smoking in public places	36	36.7%	19
Protest against the teacher	28	8.6%	18
Mocking / humiliating	22	22.4%	6
Insulting a friend	22	22.4%	6
Bullying	22	22.4%	5
Ran away from home	18	18.4%	5
Drinking alcohol	12	12.2%	3
Destruction (vandalism)	10	10%	2
Pornography	4	4.1%	0
Theft	3	3.1%	0
Drug Abuse (drug)	2	2%	0

These misbehavior caused mostly due to irrational thoughts and feelings; angry, anxious, and laziness. Laziness often related to disagreements with tasks at home (tasks from parents and/or authorities at home) and teachers. They don't agree with the way the teacher giving remarks and/or punishment.Mocking and bullying are considered as a joke, a way for being familiar with friend, with a risks of conflict due to lowering self-esteem, lead to conflict among friends and teacher.

These behavior that has often been rehabilitated/advised at least than 4 times, with the content of material are vary, i.e: religious values, self-responsibility, meanings of life, self-development, respect to others, values and consequences for actions such as threats, punishment, and restrictions, mostly given by school counselor (Guru BK), parents, teachers, friends, or the head of the class. However there was no intensive approach towards routine counseling, or having another alternative instead of traditional treatments.

In terms of physical activities, students do moderate physical acivitiesoutside schools, mostly informal, such as such as walking or cycling to school, workplace (labor (kuli), farming fileds) at about 2 km distance; routine daily activities (chores), and recreational activities (fishing, kite flying, swimming in a river, etc.). In school, their activities are more sedentary, only 40-50 minutes per week, including Physical Education (football, volleyball, Basketball, Tennis, etc) class and activities i.e. walk to class. School also provides extracurricular activities in school clubs, however the activities are in temporary and rarely performed.

When the students are asked about an alternative of treatments involving sports / integrated physical and mental development through sports, 79 students (80.6%) agreed and gave suggestions, only 19 students (19.4%) disagreed and thought that those alternative are not beneficial. Agreed students proposed the materials of treatments should include Futsal (9 students), soccer (12), volley ball (8), basketball (7), badminton (2), swimming (1), Sepaktakraw (1), Musical activities (band, 3), and outdoor / extreme sports and/or scouts (1). They also propose that the exercise should facilitate some attributes: playing/enjoyment (8), cooperation (6), confident (6), physical exercise (5), honesty / sportsmanship (5), courage (4), sharing (4).

Method

The design of the study in the second year is a research development. Development activities carried out in order to obtain data on the suitability of the content, the accuracy of the material, and the attractiveness of the game and sport in the development of physical and mental development models integrated through extracurricular sports activities. These arethe following steps; 1). Prototype produced in the first year of the study, analyzed through the FGD in a team consist of12 School counselors, 2 Physical education (PE) teachers, 1 counseling experts, 1 PE experts, and 1 Social Psychologist; 2) Prototype then revised by team with FGD; 3). Trials the prototype by teachers , PE teacher and students suspected for juvenile delinquency, and the result are discussed in team FGD; 4). Further revision by the team with FGD; 5). Making a steady guidance for use in intregated physical and mental development through physical activitiesin school for high school / vocational school in East Java.

Results

Experts considers that the draft of the book "Guide Physical and Mental Development Model Integration Through Sports Activities Extracurricular SMA / SMK in East Java" already complete enough, enough vastness and depth descriptions relating to the suitability of the material with the aim. However, the input of experts has been done so that the contents of the book changed or different from the contents of the previous book. The contents of the book "Physical and Mental Development Guide Integration Through Sports Activities Extracurricular SMA / SMK in East Java," which had been fixed include: 1) Chapter I Introduction; 2) Chapter II Operator Training; 3) Chapter III Training Materials; 4) Chapter IV Model OfTraining; 5) Model 1 Athletic Training Plan; 6) Model 2 Training Plan Football And Futsal; 7) Model 3 Training Plan Volleyball; 8) Model 4 Training Plan Basketball; 9) Model 5 Training Plan Badminton 10) Model 6 Table tennis Training plan; 11) Model 7 Plan Training Model Pencaksilat; 12) Model 8 Aerobic Gymnastics Training Plan; 13) Plan Training Model pool

In a large group trial, students that suspected having juvenile delinquency (based on a list from school counselor), are given a 5 minutes moderate physical activities which are: modified volleyball, modified/ ini basketball, and catch and throw a ball game. After the game, school counselors and PE teachers facilitate a short discussion about their activities. Then the students are handed with a questionnaire about the activities. Their response mostly positive, they regard these activities are more fun as a treatment, and beneficial in: 1). physical fitness/ health; 2). strengthen comrade or togetherness; 3). develops respect to individual differences; 4). Develops discipline; 5). Develops a sense of cari for media/fascilites; 6). giving pleasure; 7). facilitate co-operation; 8). Facilitate honesty; 9). Media to practice polite behavior; 10). Apply a sportmanship / fairplay; 11). develops empathy; 12). Makes them aware of solidarity behavior; 13). exercising tolerance behavior.

CONCLUSION

Fostering physical and mental integrated are important so that more priority activity for action is right or wrong is happening in running the rules of the game and sport together, then, participants examine critically towrads their ways of thinking and actions,

in which grows matured along the lifesapn. Implicitly, the game and the sport has been recognized to be beneficial to improve the quality of life, channeling pleasure, and socialization. Even games and sports as a medium channeling aggression proper, should be close supervision, guidance, and the provision of commensurate sanctions. Aggressive behavior in games and sports should not be left alone

Positive possibilities of physical exercise is to act as a buffer against stress experienced by adolescents and increased mental health and life satisfaction. Research showed: 1) on 364 female adolescence students showed the negative effect of the events that cause stress and health tend to decline with the increasing level of physical activity. Teens who do regular physical activity are generally more capable of coping effectively against stress and have more positive identity than adolescents who rarely doing physical activity; 3). Another study, senior high school students who often move to have a higher GPA, rarely taking drugs, less deprsesi, and more harmonious premises their parents, compared with a rare recording of physical activity; 4). A study conducted recently of 5,000 adolescents' with moderate physical activity associated with increasing life satisfaction; 5). Teens who spend time in sports are less likely to engage in drug use and delinquency than others (Puri, 2007). Ostojic examine the negative impact in sporting activities of US teenagers; 1). The pressure by parents and coaches to be the winner, resulting in a competitive anxiety and centering yourself (self-centeredness); 2). Teenagers who spend more time for sports activities resulted in neglected academic skills; 3). Gradually these young people to force his body beyond its ability, increase the duration, intensity, and frequency of their training in a way that caused the injury; 4). The new problem involving the influence of the coach is winning, community recognition, and performance with the use of anabolic steroid drugs (Santrock, 2007).

The link between sport and/or physical activities may reduce stress can be explained in pshysiology. The releaseendomorfin hormone as an endogenous opiates in the brain occur naturally when an individual having physical activities or exercising. Endomorpin tied by blood and excreted crossing the channel circulatory, urinary, and excretory system, then the pain will go away, feeling carefree, energetic, refreshed and happy. These opiates gives the same effect, even stronger, than morphine, and facilitates a changing in mood (Kaplan, 1997). It also facilitates social recognition, create the feeling of being involved in community, and strengthen the brotherhood on the situation in sports and in other situations.

School services to address behavioral problems of children and adolescents who behave badly needed social programs delivering physical activity and sport. In this termas, school hold an important role, act as a stable organization that closest to them. Physical activity and exercise play an important role in the lives of most children and adolescents, and school can facilitate sports and physical activities to assist mental hygiene, and to treat juvenile delinquency. In U.S case, 70 percent of American children and teens participate in a variety of organized sports. Exercise can have a positive influence on the development of children and adolescents. The teens who exercise can improve health and well-being, self-confidence, motivation to excel, as well as the ability to cooperate with others.

In Indonesia, the handbook of integrated model treatment which involve physical activities and mental character building may taken as alternative. However, to test at what extent this product can solve the problem of juvenile delinquency, more future research are needed. ✍

References

Abramson, E; 2007.*Body Intelligence*.Menurunkan dan Menjaga Berat Badan Tanpa Diet. Yogyakarta: Penerbit Andi Yogyakarta.

Angel G L; 1980. The Clinical Application of TheBiopsychososial Model. Am.J Psychiatry 137; 535.Dalam Kaplan H I; Sadock B, and Grebb J A; 1997.*SinopsisPsikiatri*. AlihBahasa. Dr. WijayaKusuma. Jakarta: Binarupa Aksara.

Atkinson, R.L., Atkinson, R.C. danHilgard, E.R., 1996. *PengantarPsikologi*. Jilid-2.EdisiKedelapan. AlihBahasa: Dra. NurdjanahTaufiq. Jakarta: Penerbit Erlangga.

Azwar, S. 1995. Sikap Manusia. Teoridan Pengukurannya. Edisi 2. Yogyakarta: Penerbit Pustaka Pelajar.

Baldry, 2014. Bullying and juvenile delinquency; common risks, different outcomes; how to prevent recidivism. Organizdn crime, Copruption and crime prevention. Switzerland: Springer.

Bovet, Lucien. 1951. *Psychiatric Aspects Of Juvenile Delinquency.*World Health Organization. Palais Des Nations. Geneva

Brezina & Agnew, 2015. The handbook of deviance. Goode (ed). John Wiley & Sons

DepartemenKesehatan R.I. 1985. *PedomanPenggolongan Dan Diagnosis GangguanJiwa Di Indonesia.*Edisi II 1983 (Revisi). PPDGJ II (ikhtisarsingkat). DirektoratKesehatanJiwa. DirektoratJenderalPelayananMedik. Jakarta.

Duska, R., dan Whelan, M., 1981.*Perkembangan Moral*. Perkenalandengan Piaget dan Kohlberg.DiindonesiakanolehDwijaAtmaka.PenerbitKanisius.

Freud, Sigmund. 2006. *Psikoanalis Sigmund Freud*. Editor danPenerjemah: K. Bertens. PT Gramedia. Jakarta

Gladstine W., 1986. *Apakah Mental AndaSehat.TesSendiri.* Alihbahasa: Lesmana J.M., PT New Aqua Pres. Jakarta

Kaplan.H.I, Sadock.B.J.,danGrebb.J.A; 1997. *SinopsisPsikiatri*: IlmuPengetahuanPerilakuPsikiatriKlinis. EdisiKetujuh. JilidSatu. AlihBahasa: dr. WidjajaKusuma. BinarupaAksara. Jakarta.

Kementerian Negara Pemuda Dan Olahraga RI. 2005. *UURI No. 3 Tentang Sistem Keolahragaan Nasional*. Jakarta.

Maramis, W.E; 1980.*CatatanIlmuKedokteranJiwa*. AUP.Airlangga University Press. Surabaya.

MoelyonoN danLatipun. 1999. *Kesehatan Mental. Teori Dan Penerapannya.*UMM Press. Malang.

Priyatna, Andri. 2010. *Lets End Bullying*: memahami, mencegah, danmengatasi*bullying*. PT Elex Media Komputido.KompasGramedia. Jakarta

Santrock, J.W., 2007a. *Remaja*.AlihBahasa: Benedictine Widyasinta. Edisi 11 Jilid 1.PenerbitErlangga. Jakarta.

Santrock, J.W., 2007b. *Remaja*.AlihBahasa: Benedictine Widyasinta. Edisi 11 Jilid 2.PenerbitErlangga. Jakarta.

Puri, B.K; Laking, P.J; danTreasaden. 2012. *Buku Ajar. Psikiatri*.Edisi 2.AlihBahasa. dr.W.M. Roan,SpKJdan dr. HuriawatiHartanto. PENERBIT BUKU KEDOKTERAN. EGC.P.O. Box 4276/Jakarta 10042

TEACHER-STUDENTS POSITIVE RELATIONSHIP

Durrotunnisa
Postgraduate Student at State University of Malang
Email: durrotunnisafkip@gmail.com

Abstrak: This paper is aimed to describe that student psychological well-being is closely related to teacher-student relationship at school. The assumption is that teacher-student positive relationship could improve student well-being, while the negative one could stimulate behavioral problems and psychological distress. Student well-being is viewed as a degree that students feel comfortable to study at school and gain positive improvements one of which could come from the construction of teacher-student positive relationship. This preliminary research used 60 students of SMP in Malang City; 32 students from the Eighth grade of SMP N 6 (school with high student input category), and 28 students from Eight grade students of SMP N 15 (students with low input category). The result of the research shows that the school with high category gets a high level of teacher-student positive relationship at 90,62%, the average category is 9,38% and 0% is low category. The school with low category shows high level of teacher-student positive relationship at 60,71%, average level at 39,28% and 0% for low level. The combination of both school category showed the teacher-student positive relationship 76,67% as high category, 23,23% as average category, and 0% as low category. In conclusion, there is no with a low teacher-student positive relationship for the Eight grade students in SMP N VIII Malang. Teacher-student positive relationship tends to belong to high level category.

Keywords: teacher-student positive relationship, teacher-student negative relationship, and student wellbeing

Teacher-student positive relationship is one of many important components in creating well-being life at school. This relationship is built through students' interest to their teachers' attitude, expectation, and teaching ability.

The purpose of this research is to acknowledge students' scoring percentage to teacher-student positive relationship. Description below explains about students' well-being, teacher-student relationship, and cultural point of view concerning about the effect of teacher-student relationship and students' well-being.

The Nature of Students' Well-Being

De Fraine, et al (in Micholas, 2014: 7014) stated that students well-being is a undimensional construction, simple measurement to "a level in which the students feel good at school". This construction is related to psychology, intellectual, emotion, physic, social, spiritual (Adams, et al. 2010: 166), and mental aspect (Awartani, et al., 2008: 59). These aspects are sinergized one another to create student's well-being at school. From all aspects, Adams, et al (2000), found that psychology dimension is the most important aspect for well-being examination and both are related each other (Ruus et al, 2007: 919-936).

Students' well-being in specific context, it could be obtained from a particular indicator of learning environment which enable students to achieve their academic and social purpose, and to achieve a better life quality (Hascher, 2008: 86). While role-specific point of view argue that students' well-being is necessary to be tested by connecting students' role in school setting.

Adapting Lent opinion (2004) about person-in-context perspective which stated that among the aspects of context-specific and role specific from the students' well-being has simultaneous consideration, so that it could be define that students' well-being is a

suitability between school context and students role. Engels, et al (2004:128) said that "well-being at school (especially junior high students) expresses a positive emotional life which creates harmony between a specific environment factor in one side, and personal need and students' expectation to the school and any other".

Based on this explanation, students' well-being is considered by the expert as a level in which the students feel comfortable in learning at school and obtain some positive progress on psychology aspect such as satisfactory to himself, satisfactory to the environment, satisfactory to the school, and satisfactory to the teacher-student relationship.

Teacher-student Relationship

Hamre and Piante (2007) said that there are 3 large domain of teacher-student social interaction which is assumed that it could facilitate the students' progress as a result of their experience in their class (emotional support, classroom organization, and instructional support). Teachers need to build emotional support to their students, but teachers' regulation and cognition ability becomes an important aspect to be concerned as well (Swartz &McElwain, 2012: 202).

Teacher-student relationship is a part of class session (which exist at school) generally (Zullig & Mathews, dalam Micholas, 2014: 5687; Cohen et al., 2009; Thapa, 2014, in which that relations quality is the key of the class session (Meece & Eccles, 2010: 7). Based on the explanation above, it can be concluded that teacher-student relationship in wide scope is one of social interaction forms in school, which is one of important parts of school session. The teacher could facilitate this relationship through emotional support, class management, and learning support which suit the students' characteristic.

Teacher-student Positive Relationship

Teacher-student positive relationship could be built either through personal personality or teachers' pedagogy competency. Personal and pedagogy characteristic are pointed by Wilson's and Corbet research (dalam Thiessen & Cook-Sather, 2007: 283) saying that a good teacher from students' perspective (in some low income school) is the one who uses a simple and elegant method in teaching and learning process, they could make the students do their job well, keep the class discipline, help the students anytime, explain the subject clearly, master many teaching strategy, and develop a good teacher-student relationship.

Besides, the teacher should be respectful, mature or friendship role (Soutter, et al., 2012: 34–67), students' favorite (Davis & Lease, 2007: 403), teachers' expectation (Davies, 2010: 121), joyful (Davies, 2010: 121), and also could build a trust (Lee, 2007: 209) which could increase the students' academic motivation and well-being (Yunusa, Osmana, & Ishaka, 2011: 2637; Lee, 2007: 209; Argyle, dalam Carr, 2004: 25).

Teacher-student relationship can also be built through teachers' ability in conducting a qualified teaching and learning and paying greater attention to the students, which contributes the improvement of students' well-being (Hascher, 2008; Vedder, Boekaerts, & Seegers et al., 2005: 269–278).

In conclusion, teacher-student positive relationship is formed through some aspects. They are teachers' personality, pedagogy and other social aspects. The indicator is

mother role, students' favorite, cheerful, humorous, high expectation, sincerely teaching, respect the students' opinion, believe in students' ability, teach in various methods, and master the teaching material well.

Teacher-student Negative Relationship

Lee's study (2012:330) found out that teacher-student relationship and academic pressure is significantly related to students' attitude and their emotional involvement, while teacher-student relationship inclusively owns significant effect in students' reading ability. Teacher-student negative relationship could improve the risk and teenagers' involvement in any risky action (Hascher, 2008; Vedder, Boekaerts, & Seegers et al., 2005: 269–278).

Stecker's study (2004) focusing on well-being life in academic environment related to students need in mental health shows symptom depression associated with high stress level and lack of social support. (Hascher, 2008; Vedder, Boekaerts, & Seegers et al., 2005: 269–278) argues that directly controlling teacher behaviors has at least two effects on students learning involvement: 1) directly control students' destructive autonomy sense, this practice troubles the students to get involved in teaching and learning which is characterized with many attempts followed by persistence. 2) Since the students obtain DCBT, they possibly feel risky to reject academic teacher pressure which completely control them, so the effect is only compliance and might show academic involvement, yet limited and low quality.

The result of study shows that the pressure from the school could weaken the relationship (Currie et al., 2004), in which the high level school pressure that students' obtain affects to the low academic achievement. The authoritarian teacher is associated by causing some problem related to students' attitude inside the classroom (Pianta et al., in Hamre et al., 2012: 118). Stewart's and Suldo study (2011: 1016-1033) shows that classmates and teachers are the predictor for the existing of internalization and externalization students psychology distress symptom.

Distress will negatively affect the students' psychology development. McLeod and Fetters (inTotura et al., 2014) state that children and teenager own distress experience, they will have low involvement in psychology adaptation with their peers. The students suffering from psychology distress, such as depression and worry, might face greater problem related to various involvement aspects in school. They suffers from psychology and emotional problem which cause less interested in class assignment (Gumora & Arsenio, in Totura et al., 2014).

This negative relationship might be caused by the authoritarian teacher, too strict in controlling the students and tend to give a great pressures. This might result some problem of students' attitude and psychology distress, so that they are less interested in class assignments.

Factors affecting Teacher-student Relationship

Factors which affect teacher-student relationship is: culture, gender, ethnic and also students characteristic. Lessarda, Priorier, and Fortina study (2010:1636) found out that teacher-student relationship is affected by gender, in which 18% male students says that

there is relationship between satisfactory and achievement, while 23% female students agree that there is relationship between commitment, satisfactory and achievement.

Split, Koomen and Jak study (2012:363) found out the students opinion about their teachers, in which female teacher is considered closer to the students, lack of conflict, and less dependent compared to male teacher. Either m ale or female teacher is reported less close to male students compared to female students. Both male and female teachers have different belief and class management, and implication to their students. Female teacher is considered more beneficial in language subject, while male teacher is more beneficial in math subject (Chudgara & Sankar, 2008: 627).

Instead of gender, students' characteristic also affects teacher-student relationship. Temperamental students are reported to have risky attitude, and have a conflict related to teacher-student relationship. Teacher-student close relationship is related to reduce risky attitude. Teacher-student negative relationship could increase the risk and teenager involvement in risky action (Rudasill, et al., 2010: 389).

The next factor is culture, in which Maroko-Netherland students think that cultural misconception and group bias are not beneficial things for them, this case is caused by the low teachers' support to culture differences (multicultural) which should be treated the same (Thijs, Westhof, & Koomen, 2012: 257).

Some factors also affect teacher-student relationship including gender, culture, ethnic, and also students' characteristic. Different cultural understanding between teacher and students could cause bias behavior, so the students might feel lack of support in building relationship with their teachers.

METHOD

This preliminary research is aimed to recognize the teacher-student positive relationship level in Public Junior High School in Malang. The beginning school categorization data was obtained by searching in the internet about **PPDB (*Penerimaan Peserta Didik Baru, it means the registration of new students*)** year 2015. The total SMPN in Malang is 26 schools. After clustering high and low students input, SMPN 6 is selected as high category representative, and SMPN 15 as low category representative.

The researcher involves the eighth grade students for each school as the respondent. The data collection was conducted by using questionnaire with 16 questions. The total students who complete the questionnaire is 32 students for high category and 28 students for low category. The data analysis used is descriptive qualitative using percentage.

RESULT

High category school shows teacher-student positive relationship with high level in 90,62%, average category in 9,38% and 0% is low category. Low category school shows teacher-student positive relationship with high level in 60,71%, average level in 39,28% and 0% in low level. When both category are combined, it is obtained percentage of teacher-student relationship is in level 76,76% for high category, 23,33% for average category, and 0% for low category. In conclusion, there are no students who are in low relationship with their teachers for the eighth grade students in SMPN in Malang. Teacher-student positive relationship in SMPN in Malang is considered in high category.

DISCUSSION

Teacher-student positive relationship is formed through students' assessment for their sense of liking their teacher. That sense of liking their teacher is built through attractive teachers' personality and teachers' teaching ability. The researcher found out that teachers' personal aspects which the students like are humorous, cheerful, teaching sincerely, and treat the students as their own children.

Interesting findings in this research is that the students in high category school, 78% of them are pleased to be treated as teachers' own children, 10% feels so so, and 12% doesn't like to be treated that way. This case is different to Souter, et al finding (2012: 34–67) showing that in western culture, students are pleased when the teachers treat them as their close friends. There is also possibility, in Javanese culture "*ngemong anak*" considered as the thing that could bring the children psychology comfort.

Another interesting finding is that one (3%) student from high school category do not like when the teachers treat them as children and they do not make their parents as a motivation source. This might happen because their parents' pressure to be perfect, which leads their well-being and motivation decrease Stoeber & Rambow, 2007: 1379–1389). The parenting context found that teenagers and their parents significantly have different perception about parents' behavior (Purdie et al., 2004: 663), for instance when the parents are too strict in teaching their children, they will not like that method, but parents might see this from parents thinking framework to embed discipline, responsibility and any others to their children.

CLOSING

This research still contains some weaknesses, including the total sample, which should be greater, and it only used a single variable. The researcher expect the future research could enlarge the total sample, connect every variable in the research to related variable, such as parenting pattern, students personality and any others. ✍

References

Adams, T.B., Bezner, J.R., Drabbs, M.E., Zambarano, R.J., & Steinhardt, M.A. 2010. Conceptualization and Measurement of the Spiritual and Psychological Dimensions of Wellness in a College Population. *Journal of American College Health.* Routledge: London. Accessed 4 Februari 2015.

Awartani, M., Whitman, C.V., & Gordon, J. 2008. Developing Instruments to Capture Young People's Perceptions of how School as a Learning Environment Affects their Well-Being. *European Journal of Education,Vol. 43, No. 1, 2008, 51-70*. Di akses 18 Desember 2014.

Carr, A. 2004. *Positive Psychology The Science of Happiness and Human Strengths.* New York: Brunner-Routledge.

Chudgara, A., & Sankar, V. 2008. The relationship between teacher gender and student achievement: evidence from five Indian states . *Compare Vol. 38, No. 5, 627–642.*

Currie, C., Roberts, C., Morgan, A., Smith, R., Settertobulte, W., Samdal, O., & Rasmussen, V.B. 2004. Young People's Health in Context Health Behaviour in School-aged Children (HBSC) study: International Report from The 2001/2002 Survey. *Health Policy for Children and Adolescents, No. 4, ISBN 92 890 1372 9*. WHO 2004, Denmark.

Davis, H.A., & Lease, A.M. 2007. Perceived organizational structure for teacher liking: the role of peers' perceptions of teacher liking in teacher–student relationship quality, motivation, and achievement. *Soc Psychol Educ (2007) 10:403–427.* DOI 10.1007/s11218-007-9031-1.

Ecless, J.S., & Roeser, R. W. 2010. An Ecological View of Schools and Development. In Meece, J.L., & Ecless, J.S. (Eds.) *Handbook of Research on Schools, Schooling, and Human Development*. New York: Routledge Taylor &Francis Group.

Engels, N., Aelterman, A, Petegem, K.V., & Schepens, A. 2004. Factor Which Influence The well-Being of Pupils in Flemish Secondary Schools. *Educational Studies, Oktober 2004, 127-143, DOI: 10.1080/0305569032000159787*.

Hamre, B.K., dkk., 2012. *A Course on Effective Teacher-Child Interactions: Effects on Teacher Beliefs, Knowledge, and Observed Practice*.

Hascher, T. 2008. Quantitative and qualitative research approaches to assess student well-being. *International Journal of Educational Research 47 (2008) 84–96.* Accessed 5 Februari 2015.

Lee, J.S. 2012. The effects of the teacher–student relationship and academic press on student engagement and academic performance. *International Journal of Educational Research 53 (2012) 330–340*.

Lent, R. W. 2004. Toward a Unifying Theoretical and Practical Perspektive on Well-Being and Psychosocial Adjusment. *Journal of Counseling Psychology, 51 (4), 482-509.*

Lessarda, A., Poirier, M., & Fortina. L. 2010. Student-teacher relationship: A protective factor against school dropout? *Procedia Social and Behavioral Sciences 2 (2010) 1636–1643*.

Micholas, A.C. 2014. *Encyclopedia of Quality of Life and Well-Being Research*. New York: Springer Science.

Rudasill, K.M., dkk. 2010.A longitudinal study of student–teacher relationship quality, difficult temperament, and risky behavior from childhood to early adolescence. *Journal of School Psychology 48 (2010) 389–412*.

Ruus, V.R., Veisson, M., Leino, M., Ots, L., Pallas, L., Sarv , E.S., & Veisson, A. 2007. Students' Well-Being, Coping, Academic Success, and School Climate. *Social Behavior and Personality, 2007, 35 (7), 919-936*.

Soutter, A.K., O'Steen, B., & Gilmore, A. 2012. Students' and teachers' perspectives on wellbeing in a senior secondary environment. *Journal of Student Wellbeing March 2012, Vol. 5(2), 34–67.*

Spilt, J.L., Koomen, H., & Jak, S. 2012. Are boys better off with male and girls with female teachers? A multilevel investigation of measurement invariance and gender match in teacher–student relationship quality. *Journal of School Psychology 50, 363–378.*

Stecker, T. 2004. Well-being in an academic environment. Medical Education 2004; 38: 465–478. doi:10.1046/j.1365-2929.2004.01812.x. Accessed 11 Maret 2015.

Stewart, T., & Suldo, S. Relationships Between Social Support Sources And Early Adolescents' Mental Health: The Moderating Effect Of Student Achievement Level. *Psychology in the Schools, 2011, Vol. 48(10), 1016-1033.* Accessed 5 February 2015.

Swartz, R.A., & McElwain, N.L. 2012. Preservice Teachers' Emotion-Related Regulation and Cognition: Associations with Teachers' Responses to Children's Emotions in Early Childhood Classrooms. *Early Education and Development, 23: 202–226* DOI: 10.1080/10409289.2012.619392.

Thiessen, D., & Sasher, A.C. 2007. *International Handbook of Student Experience in Elementary and Secondary School*. Dordrecht: Springer.

Thijs, J., Westhof, S., & Koomen, H. 2012. Ethnic incongruence and the student–teacher relationship: The perspective of ethnic majority teachers.*Journal of School Psychology 5, 257–273.*

Totura, T.M.W., Karver, M.S., & Gesten, E. L. 2014. Psychological Distress and Student Engagement as Mediators of the Relationship between Peer Victimization and Achievement in Middle School Youth. *Journal Youth Adolescence, DOI 10.1007/s10964-013-9918-4.* Accessed 3 Mei 2015.

Vedder, P., Boekaerts, M., & Seegers, G. 2005. Perceived Social Support and Well Being in School; The Role of Students' Ethnicity. *Journal of Youth and Adolescence,* Vol. 34, No. 3, 269–278.

Yunusa, M., Osmana, W.S.W., & Ishaka, N.M. 2011.Teacher-student relationship factor affecting motivation and academic achievement in ESL classroom. *Procedia Social and Behavioral Sciences 15, 2637–2641*.

INSIGHT FROM ANALYTICAL CHEMISTRY IN BUILDING SCIENTIFIC METHOD IN EDUCATION

Surjani Wonorahardjo
State University of Malang
Email: suryaniwonorahardjo@um.ac.id

Abstract: Most problems in education arise from minimal practice of scientific approach as well as absence of knowledge about types of learners. The sequence observing, questioning, formulating and testing hypotheses to drawing conclusion are applied uniformly. The aim of this study is to seek a model of scientific approach in education which suits most learners individually. Analytical chemistry is a branch of chemistry dealing with methods and instrumentations to reveal structural as well as dynamical aspects. The aims of analysis depend also on the state and type of samples. Similarly, science education would need the same approach but in much complex and bigger scale. In this paper, the stages in scientific method in education could take some insight from analytical steps in seeking chemistry information. Titration, as one common method would be considered to understand the flow of knowledge during learning process. The way hidden information can be understood by specific indicators would be taken into account. The result would be a model for better scientific approach which includes learner types as well as various sequences of actions. Modern Information and communication technology would also give critical role in shaping education process.

Key words: analytical chemistry, scientific approach, types of learners, blended learning

Teaching and learning process play essential role in education, while the approaches in education determine the process as well as the result. However, the process of teaching and learning can be meaningful depending on how it is made suitable for all learners. On the other hand our education system is very much determined by the standards, that was made to fix the requirements of an educational institusion, to make the selections easier. The passing grades are set by certain indicators and rubrics, so that the assessment would be simple. One who cannot read the passing grades cannot continue or he or she can choose other type of education such as vocational school. This is not an easy decision either, when learners want to be at common schools.

However, learners are unique. Some of the approaches do not fit the type of learners, of how they are interacting with others to comprehend the learnning materials. The learning process somtimes cannot flow the way it should be according to the usual lesson plans. Not always the like and dislike thing that drives the learners to work with their tasks, but also the strategy and approach from the instructors play role. This is how new analytical procedure based on the individuals must be considered.

On the other hand, some branches of science works in very specific area and spesific methodology and they are trying to describe nature as simple as possible so that many people understand. In technical terms, some phenomena can be well described but fewer will understand. The development of science are followed by technology for the mass production of the good arising from the invention. Other long term reflections in science will be a fruitfull discussion in philosophy area and also in science education.

Chemistry is one branch in science describing nature in the smallest scale of objects. When the objects of astronomy is the universe, geography is the earth, biology is the living things including human beings, chemistry is the smallest scale of nature which consists of atoms and molecules. Analytical chemistry deals with methods to reveal chemistry information. In general the task of analytical chemistry is to answer the

question ”what” in chemistry level which are the elements or molecules, and “how much” they are present in the sample individually or in a composition with other chemical compounds. In modern chemistry, with the aid of modern instrumentations, the structural analysis of complex molecules can also be drawn, the distribution of atoms and molecules as well as the process and dynamical parts of the process can be visualised well. With the aid of computer programming as well as connectivity, the modern analytical chemistry has more topics to discuss than before.

During the development of real modern analytical chemistry, with the aid of modern instrumentation, a lot of chemistry and also physical chemistrinformation have been revealed. The conventional analytical methoy ds described the world of chemical bondings and the formation of new chemical compounds. There have been many rules as well as selection rules depicted by further analysis of data. Much more information revealed leading to divisions needed to accomodate discussion related to specific properties of chemicals. Therefore the science would go deeper and more knowledge in different scale would be gained from time to time. And the specification would also bring new concepts, as new reasons to explore more and to aswer the questions of how the nature is behaving. The action and reaction rules is becoming discrit and smaller in area of objectization. With this type of developing scientific methods, the reverse process is somtimes needed to be able to locate back the real problems in the science. There are gaps of knowledge from time to time. In this time somehow a false generalization can lead to new false description too. Educations play its role to but however further education can repair the misconceptions too.

The way people search the chemistry information of nature is also natural. Some need something real in form of demostration in order to comprehend, some would need clear explanation and some use only intuition to start with, or some would have to have hands on experiments to be able to explain back what was happening. There are also some people who put some reflections on the action of learning the nature in bigger scale as big as aspects in education.

How human being think and behave is also studied in science. The ability of learners from percepting things up to understanding is more clear nowadays by the aid of psychology and neuroscience. Now we know that constructivistic approach in education can make learners retain knowledge more than just memorising. The era of constructivistic replaced behavioristic education that was used for longer time. Learning process can be understood better than before, leading to better methods in education. The learner-centered approach is nowadays translated into instructional designs into more practical actions at schools and higher education institutions.

Since human being is also a part of science, the behavior can also be studied. Of course it is complicated and difficult due to our subjectivity. However in education, the researches so far proved the power of treatment to level of understanding in any concepts in educational processes. The way teaching fit into any types of learners in fact becomes important in designing learning process. And the way analytical chemistry reveals types of chemicals also inspires teachers to search more and more information of the learners. At the end the aims can be obtained better.

Blended learning in the era of information technology offers an influencing way to grab attention of the young generation, the net generation. In blended learning, the

individual type of learners can be accomodated well since it includes the possibility of accessing outer content resource as well as giving freedom in better degree for learners to work depending on the ability and style. In this blended system, wider perspective in education should be accomodate each individual need, including peer learners. In discussion groups the learning dynamics can be controlled and analyse directly by teachers or facilitators.

In this research, the suggested system was considered to help teachers understanding the learners in very basic condition leading to uniqueness of each one and how they are treated fairly in the learning process provided. This time , titration model in analytical chemistry is chosen to be the model of developing intructional design using scientific approach as in analytical chemistry. Titration is one of the old and basic method in conventional analytical chemistry to calculate the concentration of an unknown sample using the known one. Where and when problems comes, then the origin of the false treatment must seek the right method. The analysis should touch the origin of the wrong methodology. It might come from the learner, or the sequencial processes, or the wrong titration group or other conditions required and not fulfilled. The method used in this research is analogical method, comparing the chemistry methodology via scientific approach to educational using similar scientific steps. The suggested system which integrates teaching and learning with attention at type of learners, methodology and also assisted by information communication technology is offered.

Chemistry as a discourse

Chemistry itself can be considered as a discourse about material in molecular level. Including in the chemistry the discussion about nature of chemicals such as the forming and breaking bondings, reactivity and chategorization of elemental nature as well as about methods accompanying chemical processes, and this is called analytical chemistry. The main task of (modern) analytical chemistry are content analysis, structure analysis, distribution adn process analysis. The new instrumentations enable the science to reveal every detail information about matter in sophisticated ways.

Conventional analytical chemistry is a group of methods analysing chemicals by reactions and simple manipulation techniques. Titration is one of the methods to analyse the amount of chemicals using the known reactant. The conventional methods work when there is sufficient amount of analites giving clear analytical signal in forms of colour changes, presipitation, gas or heat released from the reactios.

Modern analytical methods deal with tiny amount of analytes, somethimes as small as part per billions concentration or with compicated structural puzzle to be elucidated. Real process of changes in chemistry level can also be approach, and distribution of heterogeneity in materials can also be mapped. In modern science the diciplines and subdiciplines of chemistry lost their boundaries with technology as well as biological sciences. In modern research they are all mixed well in their positions, and mathematics is very much needed. The discourse of chemistry will in the long run touch epistemology and furthermore the philosophical analysis. In this time then human being topics also gain some insight from chemistry discussion.

Analytical chemistry: methods to reveal nature in molecular level.

Analytical chemistry deals with answering the questions "what" chemicals present in a piece of sample and also "how much" is the constituent present in it (Skoog, 1982) with some analytical reviews relating to the main topics (Jandera, 1993; Skoog, 1982; Sommer, 1993). There are qualitative imformation to be revealed and also quantitative aspects to calculate. More is the explanation needed to justify the method. The justification depend of the history of the method, since much more information is already kept in the subdicipline analytical chemistry. In this case, there are a lot of methods obtained during the history of chemistry since there are more uniqueness of elements, compounds, and changes accompanying the occurance of new compounds formations are revealed by many different methods.

Accordingly, before one method is chosen, one must have some knowledge about the object and the information needed from the objects. Blind methods cannot be reliable and reproducible when they can be completely wrong or lead to false conclusions. During the history of analytical chemistry, the unique properties of matter from the elemental origin of them makes methods must be choosen carefully to characterise the object. When unsuitable method is preferable then false information would be obtained (Skoog, 1982).

Titration method is also know as titrimetry which belongs to quantitative chemical analysis (Skoog, 1982). It is used to determine the unknown concentration of an identified analyte. The term concetration of chemicals is used to describe how much of the compunds present in certain a volume of solution. The method is also called volumetry since the volumes determine the calculation.

The result and report of a titration procedure is the titration curve which describes the increasing or decreasing volume of titrant used until the indicator gives the sign of neutralization. In acid base titration the curve reflects the strength and concentration profiles of both acid and base. There are also some types of acid and base titration and each type can be best monitored by certain indicators.

Indicator is the chemical that changes in colours in certain pH or acidity level, we called them the ph-range. Some chemicals are commonly used as indicators such as phenolphtalein, methyl orange or bromthymolblue. They will change colour in specific pH ranges so that they are better used in some spesific reactions. For example, a strong acid and strong base titrations mainly use phenolpthalein, which its neutralization point is occuring at pH=7. The colour change followed is from colourless to become pink. However we have to choose methyl orange for strong acid and weak base titration which have pH-range smaller than phenolphtalein. The additional information is that the acid and base colour change, which is orange and red, cannot be clear as in phenol phtalein. Due to pH range, some uncertainty would occur when such reaction uses phenol phtalein.

There are some types of titration. The most common method is acid and base titration, based on neutralization reactions, when certain amount of acid in solution is mixed well undergoing chemical reactions to yield salt and water, which are both neutral. There are reduction-oxidation titration in which change of oxidation number always occur, complexometry titration since a complexed salt is given, gas phase titration, when some product in gas phase forms, as one example of heterogeneous phase process. Most of the titration types have different indicators and different pre-treatment to guarantee the

suitable condition of each type. The redox-titrations are very much need acid or basic condition to be able to have the best result and close to the true values.

Following the pretreatment, the sequence of reactions cannot be altered. Since the reaction starts until the end there will be special routes of demanded reactions one by one. When we misplaced one reaction to another, there would be different series of other reaction and the needed information cannot occur in the best condition. It is as simple as making the analogy from scientific method which put the conclusion before the hypothesis. The series cannot undergo the right sequence anymore eventhough there are always some results. Moreover, the wrong series will give wrong numbers and the calculation will propagate the false answer of the quest. Without strong support in each step learners might not aware of the false steps and then the conclusion.

The titration result must be reported in a proper way including the statistics. The titration must be done at least three times to guarantee the precission and the best standard deviations and in other words, to minimize errors. The mean of three values is preferable to approach the real value, to assume as the highest accuracy. In this case the possibility further error propagation is avoided. However, it is also wrong when we put the statistical result as more important than the other titration procedures. When something lacking during the titration process then there is no point to have perfect data handling including statistics.

Knowledge of chemistry and its implications

In the long run chemistry stands no longer alone. In a perfect blends chemistry plays important roles shaping the future of society when it is entangled with the new appearance of new materials. More if the experimental chemistry is oriented in problem solving activities(Sjöström, 2007).In this light, chemitry can be strongly linked to technology which strongly influences the society. This perspective also put economical growth into attention. The role of chemists and chemical research becomes essential for the modern life style.

However, green chemistry approach is also required, since the knowledge of chemistry does change the nature (Gałuszka, Migaszewski, & Namieśnik, 2013; Slade, Raker, Kobilka, & Pohl, 2014). The non-equillibrium nature due to chemistry processes is countable recently. Only chemistry can revent it or heal it. In this case chemistry must be responsible to cure the damage of which is possible by the aid of knowledge in chemistry level. There are already guidelines for green analytical chemistry to ensure the healthy and minimum practice needed in analytical chemistry laboratories. Several other green guidelines are already discussed in the topics of safer earth adn universe.

Knowledge of nature in chemistry scale is also a good point in chemistry education, to give the perception of wholeness of nature seen from a subdicipline of science. The conceptual changes in cognitive domain of learners are interesting to follow and usefull analysis can be considered shaping the future of learners as a part of the society. In this case chemistry education touches the area of ethics when applied to the society (Education, Ramadas, & Chunawala, 2004; Sjöström, 2007).

Chemistry education in ultimately important in modern era. Most of necesarry knowledge is needed for daily life activities, food and drinks and basic material science. Basic chemistry is a useful subject since early highschool period. Analytical chemistry

education found its pragmatic use in any part of science education. However, there are also problems in analytical chemistry teaching and learning process related to the aplication areas of it (Sommer, 1993). More comprehensice strategies, including blended learning approach are offered to make structural systematization of the wide materials.

Blended learning approach

Virtual learning and blended learning cannot be avoid in modern education in any institutional education(Pavla, Hana, & Jan, 2015). More in higher education blended learning was demosntrated and students like the type of education since it need more self regulation ability of students(Garrison & Vaughan, 2013a; Pavla et al., 2015). Long time bofore, Oblinger at.al already predicted such situation that makes connections between young generation is a demand already (Oblinger & Oblinger, n.d.).

The emphasis of IT era, according to Oblinger is the net generation and what we should provide to educate such generation. One best approach is to use technology in the learning processes. Designing curriculum fot 21st century will include the best of information technology into curriculum at any stage of education, since primary, secondary as well as high school and higer education (Akyol[a], Garrison, & Ozden[a], 2009; Impediments et al., n.d.; Krasnova, 2015; Pavla et al., 2015). Blended learning is more and more popular and more instructional design coming up to explored and used in new instructional designs. Moreover, the definition of education cannot be limited as process inquiry only but it goes beyond accessing even assimilating information. The inquiry joins process and outcomes in a unified and iterative cycles ((Garrison & Vaughan, 2008)).

Community of Inquiry (CoI) is a framework of ideal educational transsaction in a collaborative constructivist process that has inquiry at its core(Garrison & Vaughan, 2013b). Some experts found that CoI is the foundation of blended learning. The unity of public and private worlds, information and knowledge, discourse and reflection, control and responsibility, and process with learning otucomes must be assesssed by educational means. It is important that learners be actively engaged in the process of inquiry. Educational experiences are best conceived as communities of inquiries. There are more examples of how higher education promotes blended learning (Baert & De Spiegeleer, 2010; Kuo, Walker, Schroder, & Belland, 2014; Sommer, 1993).

One good point of community of inquiry is the freedom to explore ideas, questions and construct meaning(Akyol[a] et al., 2009; Deng & Judith, 2013; Vaughan, 2010). Learners must be free to follow new leads and to question public knowledge and confirm resolutions collaboratively. And in this situation, knowledge creations is indeed a matter of individual initiative and creativity in a fertile group. More understanding would be gained depending upon the depth of interaction between learners. Community of inquiry is essential especially in the higer education level.

In a good CoI system, there are three elements present. They are social presence, cognitive presence, and teaching presence, and each of them reflect categories and indicators that operationalize the elements used to study and design teaching and learning process (Garrison & Vaughan, 2008). The cognitive presence includes the steps similar to scientific approach in science education, in which triggering event followed by exploration, integration and then resolution are the phases cycling in one process to

another. In the CoI, in which social presence is enhanced, most of indicators of inquiry process appear one by one and an instructional design can be prepared by educators. Giving each individual learner a special role in the community would lead the interaction to a meaningful process in education. This experience for each component learner will be unique and matches the private need of each one.

The cognitive presence would draw a cyclical inquiry pattern of learning through experience to reflections and then conceptualization into actions and further experience again. And each individual will experience similar concepts but surely reflects them in spesific way eventhough one can have similar conceptualization as well as similar action from the other.

Teaching presence is the place of analytical approach to the learning process, the keyrole of making a good lesson plan. When chemistry teacher is aware of analytical steps, then the analogous steps can be applied to the general class. The teaching presence brings all elements together in one active ans fruitful community of inquiry. It is facilitating all elements with good design of learning process and ensure that all steps in the cycle works accordingly.

Blended learning has been widely used in higher education level and many are reported, more in science classes in medicine faculty of nurse department (Kiviniemi, 2014). The assessment of belnded learning from several points of view were also reported(Gómez, Ponte, Jorge, Cardoso, & Benjamin, 2000; Hwang & Arbaugh, 2009; Means et al., 2004). The proclem solving approach can also be conducted in blended learning courses (Cress, Robinson, Corner, Legge, & Ricardez-sandoval, 2012; Scherer & Tiemann, 2012a, 2012b).

In the case of such offered type of education, there are further steps to consider. Besides technology of information, insight from analytical chemistry methods, then instructional designs must be the accomodation. Including to this, lesson plans must be varied to take the type of learner into account. A good lesson plan must cover the need of each type of learner. There are several research in building lesson plans to fit the need in modern education (Kuo et al., 2014; Plessis & Webb, 2011; Stiller, Petzold, & Zinnbauer, 2011; Thompson, 2013). When blended learning is included then the activity can be varied in practice.

CONCLUSION

The way to analyse educational process can take some insight from analytical chemistry. When there come problems, some approach must be taken depending on the topics learned as well as the type of learners. Some psychological background of learning process would be in accordance with natural process and suits every part of science including analytical chemistry. Scientific methods is analogous to analytical steps in science must be taken that into account to guarantee meaningful scientific methods

On the other hand, knowledge about type of ach lerners would lead to complex lesson plans which must accomodate all possible way of constructing concepts in education. The emphazis of each effort must be the cognitive as well as affective domain of individual learners.

Blended learning in modern education can be a good alternative model to provide spaces and better environmet for any type of learner. Since the resources available are plenty, the learner can make it suitable for themselves and search for variations for the same topics. It is more to be covered and analysed in this area of education. The

sequence of educational treatment determines the instructional design as the analytical chemistry does for describing science in molecular level.✍

References

Akyol[a], Z., Garrison, D. R., & Ozden[a], M. Y. (2009). Development of a community of inquiry in online and blended learning contexts, *1*, 1834–1838. http://doi.org/10.1016/j.sbspro.2009.01.324

Cress, N. L., Robinson, M. A., Corner, L., Legge, R. L., & Ricardez-sandoval, L. A. (2012). Problem-solving and concept integration using a computational tool in first-year undergraduate chemical engineering, *7*(May), 133–138.

Deng, L., & Judith, N. (2013). Computers & Education From Moodle to Facebook : Exploring students ' motivation and experiences in online communities, *68*, 167–176.

Education, M., Ramadas, J., & Chunawala, S. (2004). Research Trends in Science , Technology and Mathematics Education.

Garrison, D. R., & Vaughan, N. D. (2013a). Internet and Higher Education Institutional change and leadership associated with blended learning innovation : Two case studies. *The Internet and Higher Education*, *18*, 24–28. http://doi.org/10.1016/j.iheduc.2012.09.001

Garrison, D. R., & Vaughan, N. D. (2013b). Internet and Higher Education Institutional change and leadership associated with blended learning innovation : Two case studies, *18*, 24–28.

Gómez, H., Ponte, M. C., Jorge, A. M., Cardoso, D. S., & Benjamin, O. (2000). General Aspects and Assessment of ICT use in Education, *1*.

Hwang, a., & Arbaugh, J. B. (2009). Seeking feedback in blended learning: competitive versus cooperative student attitudes and their links to learning outcome. *Journal of Computer Assisted Learning*, *25*(3), 280–293. http://doi.org/10.1111/j.1365-2729.2009.00311.x

Impediments, O., Developing, I., Larson, R. C., Murray, M. E., International, L., & Consortium, N. (n.d.). Open Educational Resources For Blended Learning In High Schools : Overcoming Impediments In Developing Countries, *12*(1), 85–103.

Jandera, P. (1993). Graduate studies in analytical chemistry. *Fresenius' Journal of Analytical Chemistry*, *347*(1-2), 32–34. http://doi.org/10.1007/BF00326040

Krasnova, T. (2015). A Paradigm Shift: Blended Learning Integration in Russian Higher Education. *Procedia - Social and Behavioral Sciences*, *166*, 399–403. http://doi.org/10.1016/j.sbspro. 2014.12.543

Kuo, Y. C., Walker, A. E., Schroder, K. E. E., & Belland, B. R. (2014). Interaction, Internet self-efficacy, and self-regulated learning as predictors of student satisfaction in online education courses. *Internet and Higher Education*, *20*, 35–50. http://doi.org/10.1016/j.iheduc.2013.10.001

Means, B., Toyama, Y., Murphy, R., Bakia, M., Jones, K., Dziuban, C. D., … Moskal, P. D. (2004). Next Generation Learning Challenges Underlying Premises : Blended Learning, (Dcccd).

Oblinger, D. G., & Oblinger, J. L. (n.d.). Is It Age or IT: First Steps Toward Understanding the Net Generation.

Plessis, A., & Webb, P. (2011). An extended Cyberhunts strategy : Learner centred, *27*(7), 1190–1207.

Scherer, R., & Tiemann, R. (2012b). Factors of problem-solving competency in a virtual chemistry environment: The role of metacognitive knowledge about strategies. *Computers & Education*, *59*(4), 1199–1214. http://doi.org/10.1016/j.compedu.2012.05.020

Slade, M. C., Raker, R., Kobilka, B., & Pohl, N. L. B. (2014). A Research Module for the Organic Chemistry Laboratory: Multistep Synthesis of a Fluorous Dye Molecule.

Sommer, L. (1993). Problems of teaching undergraduate analytical chemistry. *Fresenius' Journal of Analytical Chemistry*, *347*(1-2), 29–31. http://doi.org/10.1007/BF00326039

Stiller, K. D., Petzold, K., & Zinnbauer, P. (2011). Presentation time concerning system-paced multimedia instructions and the superiority of learner pacing, *27*(4), 693–708.

Vaughan, N. D. (2010). Internet and Higher Education A blended community of inquiry approach : Linking student engagement and course redesign, *13*, 60–65. http://doi.org/10.1016/j.iheduc. 2009.10.007

THE EFFECTS OF MULTIPLE INTELLIGENCES LEARNING STRATEGIES TOWARDS INTRAPERSONAL INTELLIGENCE OF UNDERACHIEVER STUDENTS

Weni Sri Utami
Postgraduate Student at State University of Malang
Email: weniutami@yahoo.com

Abstract: The theory of Multiple Intelligences proposed by Gardner gives a major contribution to education. The contribution is a form of Multiple Intelligences-Based Learning Strategy that can be applied by teachers in the classroom so that the students can develop optimally. The purpose of this study was to determine the effects of the application of Multiple Intelligences Learning Strategy toward intrapersonal intelligence on underachiever students. Individuals who have a high intrapersonal intelligences have the ability to recognize the strengths they have, standalone, can work alone, confident, principled and assertive manner. This study uses a Quasi Experiment. The research subjects are 6 Junior High School students in the PJG School Malang Indonesia. Criteria for research subjects are: experiencing difficulties getting along, closed, lack of confidence and declining academic achievement. The research carried out for 4 months , January to April 2015. The treatment used in this study is one of the Multiple Intelligences learning strategies namely *Goal Setting Session.* Where this *Goal Setting Session* is also associated with academis achievement. The data collection of intrapersonal intelligence was using a measuring instrument of MIPQ III (Multiple Intelligences Profiling Questioners III), methods of observation, documentasi, interviews and counseling. Data were analyzed using the Wilcoxon Test. The results of intrapersonal intelligence after treatment ($p = 0,034$). It was concluded that the Learning Strategies of Goal Setting Session can improve interpersonal intelligences, can help individuals make a assesment of their own abilities and build the right mental model by themselves. In addition intrapersonal intelligence can also be the key to developing other intelligence, so that teachers can use this strategy to motivate students to achieve that optimal learning achievement.

Keywords: intrapersonal intelligences, multiple intelligences, goal setting session, underachiever

Underachiever today is one of the problems faced by the teachers, the school and the educational profession in Indonesia; because of the more increasing students who experienced underachiever, it was obtained from observations conducted by teachers (Violinda, 2012). Underachiever is experienced by students who actually have the potential intelligence including average even intelligent classification, but have low achievement.

According to Uno (2008), an underachiever is influenced by many factors. One of the factors is the educational process (Uno, 2008). Due to the success of the educational process is determined by many factors, both the students and the teacher. According to Uno, the factors that influence learning success grouped into three, namely: 1). Internal factors, which include physical and psychological condition of students, 2). External factors, which include the environmental conditions around students, and 3). Factors of learning approach, namely the strategies and methods used in the learning process.

This study aims to verify whether the application of learning strategies based on the theory of *Multiple Intelligence* with the method of *Goal setting session* can be an effective to improve the intrapersonal intelligence of underachiever students.

One of the learning strategies is based on the theory of Multiple Intelligences proposed by Gardner (1983), an important development in the field of education. According to Gardner, there are eight types of intelligences are: linguistic intelligence, logical-mathematical intelligence, visual-spatial intelligence, musical intelligence,

kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence and naturalist intelligence. Multiple Intelligences theory can be applied in the form of learning strategies to overcome the problems that exist during the learning process (Armstrong, 1994).

Intrapersonal intelligence has an important role to the underachiever, because the main factor associated with the underachiever student is the low self-esteem (Campbell & Dickinson, 2006). The statement also confirmed by Evan & Kratzer (in Violinda, 2012), which states that one of the characteristics of the personality of underachiever students is the low of self-concept, so that to cover it the student develop a defense mechanism (self-defense), as do the commotion in class, aggressive or making jokes.

According to Gardner (2006), intrapersonal intelligence is the intelligence associated with self-awareness and a sense of self. This intelligence also involves the ability to accurately and realistically create a picture of themselves and self-assessment. To learn more associated with intrapersonal intelligence, there are three main aspects that can be used as a reference: to recognize yourself, know what you want, know what is important. After these three aspects are met, as well studied, it is easy to make someone smart in intrapersonal, here is characteristics of children with high intrapersonal intelligence, namely (a). showing an independent attitude and a strong will, (b). work or study well independently, (c). havea high self-confident, (d).learn more from past mistakes (e). focused and directed thinking on achieving the goal, (f). have a hobby or individual projects (Suparno, 2007; Hoerr, 2005).

Someone who has high intrapersonal ability, will feel comfortable on himself, self-complacent, positive minded, because what it doesis the result ofhis own efforts. One of the characteristics of intrapersonal learning that well developed is their capacity to set realistic goals for yourself. This ability must surely be one of the most important skills, which are necessary to live a successful life (Hoerr, 2005).

As a result, educators can help students prepare for life, as they provide opportunities for students to set goals for their lives. These objectives can be short term ("I want everybody to mention three things you want to change") or long-term goals ("Tell me what will be accomplished the next 20 years). Goal setting session may last only a few minutes, or it may involve in-depth planning of the time for several months. Goals itself can be associated with academic performance ("What grade do you set for yourself in this semester? '), the learning outcomes in a broader scope (" What are you going to do after graduation? "), or life goals ("type of work, or the ideals of the profession after you mature"). Try to provide a time each day for students to set goals for themselves. You also may want to show students different ways to present those goals and methods for recording student progress along time (through graphs, charts, journals and travel time) (Jasmine, 2007 ; Armstrong, 2002).

The Learning Strategy of Multiple Intelligence Using Goal Setting Session Method to Improve Intrapersonal Intelligence.

The theory of Multiple Intelligences proposed by Gardner gives a major contribution to education. Gardner wrote about the process of teaching intelligence and effort need to be initiated with the reorganization of the school system (Gardner 1993). Intrapersonal intelligence is one of the kinds of ability to understand yourself, make your own choice and able to work alone. Individuals with high intrapersonal intelligence is generally an

independent, not independent to others, self-confident, have a principle and a firm demeanour (Jasmine, 2007).

Intrapersonal intelligence is intelligence that indicates the ability of a child to understand himself. He and she has a high sensitivity in understanding the moods, emotions arise in him, and they were also able to realize the changes that occur within himself both physically and psychologically. This capability is also referred to as self-knowledge (Armstrong, 2012). He and she involves objectivity and ability to remain silent for a moment and look at a variety of different view points (Violinda, 2012).

Here are the characteristics of children with intrapersonal intelligence, namely: 1). Showing an independent attitude and a strong will, 2). Work or study well alone, 3). Has a high self-confident, 4). learn more from past mistakes, 5). Focused and directed thinking at achieving goals, 6). involves in many hobbies or projects done alone (Campbell & Campbell, 2006). To learn more associated with intrapersonal intelligence, there are three main aspects that can be used as the brenchmarks. Three main aspects are: 1). Recognize yourself, 2). Knowing what you want, and 3). Knowing what is important to you. After three aspects are met, as well studied, it is easy to make someone smart in her/his intrapersonal (Suparno, 2007).

The most important aspect contained in intrapersonal intelligence is to know ourselves. There are several ways to identify oneself characteristics, which are:

Emotional self-awareness

Emotional self-awareness is part of the blind free of emotion and a sign of balance and maturity. It means being honest with yourself and with others. This personal skill has freedom to identify yourself, the ability to share and express the consciousness.

Assertiveness

Assertiveness is anemotional skillsto freely and appropriately express thoughts, feelings, opinions and confidence. With skills like that then some one will get what they want with more effective results, as well asto protect, maintain and develop relationships with others.

Self-esteem

Self-esteem, namely self-image that is characteristic of the emotional intelligence that showed high self-assessment and an important source of self-confidence. It means that we have the appropriate feelings, good feeling about ourselves as individuals, we are satisfied with ourselves.

Self-reliance

Self-reliance is a free man, not dependent to others, traits. According to Maslow, person who already actualize himself is a person who has fulfilled all of his needs (Safari, T. 2005)

One of the characteristics of intrapersonal learning that well developed is their capacity to set realistic goals for themselves. This ability must surely be one of the most important skills, which are necessary to live a successful life. As a result, educators will greatly help students prepare for life, as they provide opportunities for students to set their goals af life (Armstrong, 1994; Armstrong 2012).

Underachiever student sare students who are under achieving compared to its level of intelligence. Reis and Mc Moach (in Violinda, 2012) defined underachievement as the gap between achievement potential (expected achievement) and actual achievement. To

be classified as an underachiever, the gap between potential and achievementis not a diagnosis result of learning difficulties (learning disability) and occurs settle on a long period (Violinda, 2012).

RESEARCH METHODS

This study aims to determine the effectiveness of learning strategies of Multiple Intelligence toward the increasing the intrapersonal intelligence of underachiever students. Variables in this research are the application of Multiple Intelligences Learning Strategies by using Goal Setting Session method as the independent variable (variable X) and intrapersonal intelligence as the dependent variable (variable Y). The design used in this study is a quasi-experimental design, where the control of the non-experiment variables was not carried out strictly. The selection of the sample in this experiment is not done randomly but using purposive sampling techniques or sampling by destination. The subject taken as a member of samples submitted to the data collector based on consideration with the intent and purpose of research. Research subjects are underachiever students who were a representative from each class in the PJ G School in Malang.

In order to test the hypothesis of the study, it should be conducted a data collection method. The collection of data is a very important step in the scientific method, since most of the data used to test the hypotheses that have been formulated. The data collection tool in this study by using: a) Documentation and biographical data of subject that obtained from the school, on the subjects' biographical data known bio picture intrapersonal abilities, the psychological condition of the subject, as well as the problems being experienced by the subject; b) Individual interviews to collect data on the issues-issues
faced by the subject and assess the ability of intrapersonal intelligence; c) Observation is done by observing through recording the activity during the experiment to obtain the data on intrapersonal intelligence' d) Group Counseling, done when there are obstacles experienced by subjects when implementing plans that are made by the subject to tackle the problem of learning achievement, and applied when the subject experienced obstacles to achieve the better intrapersonal intelligence; e) Reflection is the subjects were asked to reflect or describe and assess the psychological condition, especially the condition of intrapersonal perceived and experienced as the experiment progresses; and f) Data Collection Scale in this study using psychological tests, using MIPQ III test (Multiple Intelligences Profiling Questionnaire III).

The procedure of this experimental study was conducted in 4 fase, with details of experimental activities as follows: Fase I and II (Januari, 2015). Activities: Introduction and explaining the purpose Identifying yourself Recognize yourself (strengths and weaknesses). Fase III and IV (February, 2015). Activities: Knowing what you want Identifying problems and the goal to be achieved. Desire and goal Identification Identifying goals will be achieved and reflection. Fase V, VI and VII (Maret, 2015). Activities: Implementing plans and goals Implementing the plan, Report on the implementation, Evaluation. Fase VIII, IX, X (April, 2015). Activities : Implementing the plan, Evaluation, Conclusion,

RESEARCH FINDINGS AND DISCUSSION

Research Finding

This study uses six subjects, the junior high school students of class VII, VIII and IX on PJG School in Malang. Subjects are given the implementation of Goal Setting Session with a form of group discussions, interviews, observations and counseling which are divided into 10 sessions, conducted over four months, from January 2015 to April 2015. However, previously the research subjects were given MIPQ to know their capabilities of intrapersonal intelligence.

Here is the data obtained: Based on these data, then processed using the Wilcoxon test, obtained the result that the value of $p = 0.034$; <0.05; significant. Results of the study by comparing the pre-test and post-test scores showed that intrapersonal intelligence levels increased after treatment in the form of implementation of the Multiple Intelligences learning strategies using Goal Setting Session methods.

Results from Subject 1, Initials SL, male, Class IX, 15 years old, before treatment his achievement declined, in fact he is the clever student in class, but this time it turned into a grumpy, frustrated because disappointed and angry with the parents, because the parents are tough and demanding achievements should be high, often disturbing his friends in the class. After treatment she was promised to be more polite to others, if there is a problem only with two persons, do not involve others, will try to be more open with each other, if he doesn't likeit is better to discussed directly, more open to one another, if hostile no need to bring the untrue stories.

Subject 2, Initials RZ, male, Class IX, 15 years old, he is actually a bright child, but low achievement, feel parents are always comparing with Slm, parents are too demanding high value, was not trusted by parents. After treatment: trying to be a good person for the future, will be stay away from naughty friends, but not hostile, will try to reduce habit of insulting people, and avoid hostility with friends.

Subject 3, Initials BQ, 12 years old, Class VII, decreased academic achievement, feeling shunned by classmates, often misunderstood by friends, lazy at school, likes to bother friends and likes to complain to the parents. After the treatment he will try to be patient, do not interfere with a friend, trying to be a good person, the emotionsis not easily provoked, and more spirited to school.

Subject 4, initials YD , male, class VII, shy, quiet, not confident, always dictated by his father, did not have the motivation to learn. After treatment he can understand that his limitationsare the weak hearing and asphyxiate. So he will try to adjust to those limitations, he plans to be actively involved in school activities that do not interfere with shortness of breath, try harder to learn in order to have good value, has her own opinion, and more confident.

Subject 4, initials Ay, female, 15 years old, grade IX, before the treatment he was irritable, her parents was divorced, he and his brother is now raised by his grandmother, desperately needs a mother figure, academically declined, cannot accept the opinion, but she likes to help friends in need of help. After treatment he was able to see the reality that exist, will continue to try to understand both divorced parents, loving his sister and his grandmother and will begin to learn to restrain his emotions, and will strive to studymore diligent.

Subject 5, initials Dz, female, 14 years, a class VIII, who previously apathetic, do not want to make effort and lazy. After treatment he was able to find out her strengths and weaknesses, be able to set up a schedule of learning by herself, promised to follow the learning schedule that has been made, trying to learn diligentlying order to get good grades so that parents be glad, and promised to love her grandmother who has been taking care of her and her brother.

Subject 6, initials MG, female, 14 years, class VII, academic achievement under her capabilities, comes from a broken home, has not self-confidence and motivation, not fight when someone is disturbing. After treatment he realized that he had the talent in the field of painting and poetry, so she will increase those talents, for the moment he will ask for help to the teacher if someone bothering her, and will continue to try to be more assertive.

Discussion

The result of the data analysis shows that there is differences intrapersonal intelligence which is quite significant between before and after applying the method of Goal Setting Session. Based on the research findings, the application of Multiple Intelligences learning strategy of Goal Setting Session can improve students' intrapersonal intelligence (Armstrong, 2010). Because by doing technique of Goal Setting Session, the students can identifymore on her/his strengths and weaknesses. Feelings of worthlessness would demotivate children, because children who feel helpless to deal with the environment. He felt worthless, incapable of learning, even not dare to expect or want anything. He just wants bold targets under the true potential he had, he was also afraid that if it is known that he is not able or not useful. So he preferred to withdraw from the environment rather than take the risk of failure in trying his capabilities.

Based on the research results, the application learning of Multiple Intelligences Goal Setting Session, so that students can be better in identifying their strengths and weaknesses. Feelings of worthlessness would demotivate children, because children who feel helpless to deal with the environment. He felt worthless, incapable of learning, do not even dare to expect or want anything. He just wants bold targets under the true potential he had, he was also afraid that if it is known that he is not able or not useful. So he preferred to withdraw from the environment rather than take the risk of failure in trying his abilities.

Child's perspective in seeing herself or the child's self-concept plays an important role in the formation of self-confidence; a positive self-concept will form a strong self-esteem. (Uno, 2008). Self-esteem is an assessment of the significance and value of a person based on the process of concept drafting and collection of information about herself and her experiences. Positive self-concept will form a positive self-esteem and as a consequence will have high self-confidence. Therefore, people with a positive self-concept would be more appropriate in giving herself a value of meaninglessness. As stated by Spencer (Safari, T, 2005), that self-confidence is the main asset owned by the superior (superior performers).

References

Armstrong. T. 1994. *Multiple Intelligences in The Clasroom.* Alexandria, VA: Associa tion for Super-vision and Curriculum Development.

Armstrong, Thomas. 2010. *Kecerdasan Multipel di Dalam Kelas.* Jakarta: Indeks.

Armstrong, Thomas. 2002. *7 Kinds of Smart; Menemukan dan Meningkatkan Kecerdasan Berdasarkan Teori Multiple Intelligences.Terjemahan: T. Hermaya*. Jakarta: Gramedia Pustaka Utama.

Campbell, L. Campbell, B. & Dickinson, D. 2006. *Metode Praktis Pembelajaran Berbasis Multiple Intelligences.* Depok: Intuisi Press.

Gardner, H. 1983. *Frames of Mind: The Theory of Multiple Intelligences.* New York: Basic Books

Gardner, H. 2006. *Multiple Intelligences: New Horizon in Theory and Practice.* New York : Basic Books.

Jasmine. J. 2007. *Mengajar Dengan Kecerdasan Majemuk: Implementasi Multiple Intelligences (Terjemahan oleh Purwanto,dari Profesional's Guide: Teaching With Multiple Intelligences*). Bandung: Penerbit Nuansa

Safari. T. 2005. *Interpersonal Intelligences : Metode Pengembangan Kecerdasan Interpersonal Anak.* Yogyakarta: Amara Books.

Hoerr, Thomas R. 2000. *Becoming Multiple Intelligences School. (Alexandria: Association For Supervission and Curricullum Development).*

Suparno, Paul. 2007. *Teori Kecerdasan Ganda dan Aplikasinya di Sekolah: Cara Menerapkan Teori Multiple Intelligences Howard Gardner.* Yogyakarta: Penerbit Kanisius.

Uno. Hamzah B. 2008. *Orientasi Baru Dalam Psikologi Pembelajaran.* Jakarta: Bumi Aksara.

Violinda, Qristin, 2012. *Implementasi Metode Smart Learning Solution Berdasar Teori Multiple Intelligence dalam Pengembangan Potensi. IJECES* 1(1).1-6.

AN UNDERSTANDING OF EARLY CHILDHOOD TEACHERS ON EMOTION

Imanuel Hitipeuw
State University of Malang
Email: imhitipeuw@yahoo.com

Abstrak: one of the five aspects in Curriculum of Early Childhood Education that teachers always put in their daily lesson plan is emotion. This aspect become the objective in writing this article because some violence were found among children. And, how the teachers understand material related to emotion become the focus. A limited survey was conducted toward 26 early childhood teachers participated in teacher certification (PLPG UM 2015). Two questions: what is emotion?, and, do you agree that female tend to be negative in emotion than male?, were surveyed. The results showed that majority of the subjects saw emotion as an anger; and all subjects, except one female, agree that female tended to be negative in emotion. The discussion about how these results may influence the instruction conducted by those teachers are given.

Keywords: early childhood education, teachers, emotion, understanding

During the year of 2015, some news related to children were shocking the parents and teachers because the news exposed about bullying done by other children, parents/guardian, and by teachers. One child was drawn in a pool and died during school swimming lesson. Another was killed by the foster parent, and one died later after being bullied by his classmate. And more we will find when we deal with any kind of bullying done in the classroom.

Small teasing such as tongue out or cynical face that are directed toward the classmate, right now, may trigger the classmate to bully his/her classmate. The forms of bullies that occurred in schools done by students were so amazed. Some showed verbal abuse, other showed non-verbal abuse, and still some doing physical abuse that fostering aggression among students. And this kind of aggressive behaviors show that there is a wrong tie among students and cause the relationship to be questioned because they cannot relate to each other in harmony. And this situation indicates that there are some problem related to interpersonal and emotional abilities (Goleman, 1996; Gardner, 2006).

Those who did bullying and the victim may develop wrong emotion and cause the tension among the students. This kind of emotion may later create negative climate in the classroom. And this condition may become the answer why some students got sick in the morning and reluctant to go to school. Even though the victim condition become worse but the problem may not be identified by the school or parents. So, the wrong emotion that cause to be painful needed to be solved in order to develop the potential of those students.

Some students are easily to be bullied or be victim but some not at all. This because some students having the stable emotion and can address his/her feeling appropriately. While some other students struggled to overcome the situation because they do not know how to control their emotion in relation to others. Based on this, the emotion become the topic of this article.

In the Early Childhood Program, from five aspects that become the central topics of the curriculum, Emotion is one of them. And because those children are in their formative years, so how they develop their emotion is the function of teachers, parents and other

adults to give them correct environment where they can learn and imitate to develop the right emotion.

Teachers in early childhood program are those who always make a daily lesson plan to help students develop their emotion and other aspects (language, cognition, moral-religion, physical-motor). This program needs to be built with a careful plan because of the characteristics of the children. The facts many mothers work and leave their children mostly with maid that may not be educated enough to understand how to nurture those children. So schools and teachers will have a responsibility to nurture well those children. Freud mentioned that childhood period affect the adult life. So helping the child grows is crucial. And do the teachers realize about this? This is the important thing when dealing with preschool children.

Teachers were assumed to do his/her task consciously. So, in this case the teachers consider know about emotion, and how they perceived their teaching task on emotion become important. So the objectives of this research were (1) to know what is the emotion according to the teachers' understanding; and (2) to know whether they agree or not if women are more negative emotionally than men? The second objective was important to know because the phenomena showed that most of the teachers were female. And issue about Male involved in Early Childhood Education is crucial to create gender-fair classroom (Cooney & Bittner, 2001).

METHODS

This was a preliminary research. Survey was used to conduct this research. And the subjects were 26 teachers of kindergarten from some cities and regencies in East Java. They participated in PLPG 2015 (Teacher Certification Program). They were chosen from one class where the author as a researcher acted as a facilitator of the classroom. Questionnaire was used to collect the data. And the data was analyzed by using Descriptive statistics.

RESULT FINDINGS

Based on the Objective 1 (to know what is the emotion according to the teachers' understanding), the results showed 20 subjects (76.9%) answered emotion as anger. One subject (3.8%) understood Emotion as "tekanan jiwa", and another subject (3.8%) as "Emosi Jiwa", and 3 subjects (11.5%) mentioned it as "galau", and one subject did not answered (see Tabel 1). When the researcher asked further why they related it to anger, almost all of them, except one female subject, accept that emotion was negative. While "Galau" they interpreted as confuse and frustration. And "Tekanan Jiwa & Emosi Jiwa" they related it as something negative.

Tabel 1. Data Based on Objective 1

Question (Q1)	Answer	Female	%	Male	%
What is the emotion according to your understanding?	Anger	19	73.1	1	3.8
	Tekanan Jiwa	1	3.8		
	Emosi Jiwa	1	3.8		
	Galau	3	11.5		
	No answer	1	3.8		
Total		25	96.2	1	3.8

Based on Objective 2 (agree or not if women are more negative emotionally than men?) the data collected showed that almost all subjects (96.2%) agreed that Females were more negative emotionally than Male. Even one and only male in this research agreed that females were more negative emotionally than male. And only one subject, female, did not agree that females were more negative emotionally than Males (see Table 2.). When the researcher questioned further the subjects based on their responses, they gave the reason "why women were more verbal, talk-active than men.

Table 2. Data Based on Objective 2

	Female	Male	Total	%
Agree	24	1	25	96.2
Disagree	1		1	3.85
Total	25	1	26	100

DISCUSSION

Based on Table 1 above, why emosi was seen as a negative one, could be traced in among the communities of Indonesia. When some people became angry, they were reminded by other people verbally with phrase such as "Jangan Emosi (don't be emotional)" means " don't be angry". So Subjects in this research seem they subscribed the common sense about emotion. Actually, Angry is one of the basic emotions. Other basic emotions are joy, sadness, fear, & disgust (Stangor, 2014).

Angry itself is not always intended to be negative, but sometimes it is intended to be positive for the goodness of others. Let us look at the relationship between Father and Son. For example, when a father was angry and spank his son because the son repeatedly endangered himself by annoying and kicking the big dog, what the father did was to protect the son from the angry dog. And in this relationship, the Father also want to teach the son about paying attention to the instruction of his father. Through this, the intention or the motive of the father to be angry is positive and to teach the son about the obedience toward the authority.

But in this research what the subjects meant with emotion as negative one--- would not be clear until the researchers confronted this negative perception of theirs with their task to develop the emotion of the children. Then when the researcher confronted their perception with their daily task to develop the emotion of the children ---- finally they realized that there were something wrong with their perception. Because as teachers --- they would not be allowed to do or plan negative things for their students. So why they subscribe the wrong understanding --- means that they may not think about the thought that they had, the thought that they expressed. And if this thought repeatedly happened, so it may be mentioned that the subjects, the teachers, may have developed the unconscious perception or the unconscious script (Solomon, 2003).

As those teachers responsible to help students develop their emotion, their teaching practices raise some questions. How do these subjects who are teachers prepare and implement their RKH (Daily Lesson Plan) related to emotion? Do they really understand what they wrote in their RKH? Do they really understand what they mean with emotion when they wrote their RKH? And their daily tasks and activities may become habituation and automatic and repeated. And do they think thoroughly and question their deeds when

interact with the children? Reflect on these questions, this result finding need to be considered carefully. These questions become important if we want to improve the quality of the teachers of the early childhood education.

Based on Table 2 above, the results was shocking. How these women and man had the idea that women are more negative emotionally than men ---would affect their mind and behavior. Anatomically both women and men have emotional brain. Both have limbic system that governs emotion and memory (Stangor, 2014; Goleman, 1996) and where amygdale located that mostly related to our fear (Stangor, 2014).

Based on the discussion, the perception of the subjects were not proved that women were more negative emotionally that men. The truth that with the emotional brain that people have, both men and women may develop negative emotion. So for those teachers, understand the emotion correctly may improve their teaching quality that nurture the emotion of the children positively.

The wrong perceptions the subjects had may raise some questions. Why do the subjects have such perception even though they had already learned about science of human being? Did the in-service program fail to identify and challenge the ideas that so called Unschooled Mind by Gardner (1991) to be revise or modify? If their mind still unschooled and kept going on, so this mind or perception may be so strong and would be repeated often time --- and later this become beliefs --- that would guide their action. If this happened, their task performances in kindergarten may not be appropriate.

Because almost all subjects are women, and trend in schools showed that at lower levels mostly teachers are women, so this results need to be considered when dealing with teacher preparation program. Knowing their perception, and teaching them about the science of emotion are important to stop the wrong understanding, not only for women but also for men. Even though only one man in this research, but man needs also to be thought about the emotion, so men would not perceive women wrongly, and think that men may not develop negative emotion.

This perception, actually, was very often overheard in daily life, and people just believe it. But if this happened among educated persons, then this problem become crucial for educators and policy makers.

CONCLUSION

Based on the data above and discussion, the conclusion of this research as follows: (1) almost all subjects understand on emotion as an anger, and they mean as negative one; and (2) almost all subjects perceived women were more negative emotionally than men. Even the only man of the subject agreed. ✍

References

Cooney, H. M. & Bittner, M. T. 2001. Men in Early Childhood Education: The Emergent Issues. *Early Childhood Education Journal*, 29 (2), 77-82.

Gardner, H. 1991. *The unschooled mind: How Children Think and School Should Teach*. New York: Basic Books.

Gardner, H. 2006. *Multiple Intelligences: New Horizons In Theory and Practice*. New York: Basic Books.

Golman, D. 1996. *Emotional Intelligence: Why It Can Matter More Than IQ.* Bantam Books

Solomon, C. 2003. Transactional Analysis Theory: the Basics. *Transactional Analysis Journal*, 33 (1), 15-22.

Stangor, C. 2014. *Introduction to Psychology*. Washington, DC.: Flat World Knowledge

BRIDGING COLLABORATION BETWEEN HIGHER EDUCATION AND HIGH SCHOOL IN PROMOTING SUPER SCIENCE HIGH SCHOOL PROJECT

Nur Aisyah; Suratno
National College of Technology
Email: naisyahh.isfirynn@gmail.com

Abstract: Character education in schools aimed at improving the quality of the implementation and results of school education towards achieving the formation of character and noble character of learners as a whole, integrated, balanced and appropriate competency standards. Character education is applied in the implementation of learning by using a contextual approach for students to connect or associate materials studied to real life. This study aimed to describe the implementation of character education, the curriculum used, and the results achieved in shaping the character of students**.** The research was carried out by a naturalistic qualitative approach, and its subjects were the Elementary School's principal, vice principal, teachers/homeroom teachers and students and the students' parents. The data were collected through observation and interviewing and document analysis. The validity of data was used the source, method, and theory triangulation, the prolongation of observation, continous observation, sufficient reference, checking partners through discussion, and member check. The data analysis included the data reduction, data display and conclusion.

The result of the research are: (1) character education planning is done by integrating the religious values are matched with the standards of competence and basic competence, suitability with the material, and are translated into a learning device. Character values developed or implemented through habituation and exemplary school culture, (2) the implementation of character education is done in learning is divided into three sections, the first integrated into the subjects, both in local content, and the third through the self-development of habituation, exemplary, and extracurricular. Character education in extracurricular activities carried out by entering the value of the main characters in each activity option. Barriers to implementation of the characteristics of students, families, and communities. Facilities and support facilities play an important role in the integration of the value of the character, (3) character education evaluation process carried out during the learning process and when students interact outside the classroom which in turn reported to students parents.

Key words: religious values, character, students

Character education in schools aimed at improving the quality of educational outcomes and conducting at the school that leads to the achievement of the noble moral character and formation of the students as a whole, integrated, balanced andappropriate standard of competency graduates. Through character education at school, students are able to implement the values of divinity, humanity, noble character, academic competencies are integrated, and behave in accordance to applicable norms. In the formation of the character it should be also noted the problems experienced by learners, thus forming the character opposite of concrete problems. The dominant issue is lazy taste and is often found on a student who wassitting on the bench elementary school. One effort that can be done to reduce the problem of laziness in students is by instilling the values of discipline and effort of hard work and perseverance.

Character education at school is applied in the implementation of learning using acontextual approach in order that students can connect or relate the material studied in real life. Thus, students are expected to have skills that can be used in applying theknowledge in everyday life. Through that approach, students will better understand the knowledge that not only emphasizes on the cognitive aspect but also affective and

psychomotor aspect, the process of the cultivation of the values is done, and theresults achieved in instilling the values of Islam into the attitude and behavior ofstudents.

Basedon previous research note that character education need careful planning with the full support of all the elements that are associated i.e. the school, family, and community or environment so that character values can animates learners in everyday. He did become an important research because the concept of education in theSDIT combines two curriculum i.e. curriculum Department of education and culture as well as the curriculum of the department of religion, each of which has different characteristics. In addition, the implementation of full day school demanded students learn in school longer than any other school.

Religius Values

Williams (Macionis, 1970:33) posited that the value is: "... what is desirable, good or bad, beautiful or ugly." Being Light, Keller, & Calhoun (1989:81) gives the following value: "Value is the general idea that people share about whatis good or bad, desirable or undesirable. Value transcend any one particular situation… Value browsehold tend to color their overall way of life".

The value of not only made reference to be and do in the community, but also as the Foundation of the correct size is not a phenomenon of deeds in the community itself. If there is a social phenomenon which is contrary to the system of values embraced bythe community, then the deed be declared contrary to the system of values embraced by the community, and will get a rejection from the community.

Thus, it can be concluded that the value is believed to be the truth and embraced as well as serve as a basic reference for individuals and communities in defining something that is good, true, value or worth. The value is a part of the personality ofthe individual that influence on the selection of ways as well as the purpose of the action from a number of alternatives as well as redirecting to the behaviour and satisfaction in daily life. The value is the driving power in life, which give meaning and one's actions. Therefore, the values in each individual group orpersonality coloring can personality of the nation.

Aspects of Islamic values at its core can be distinguished into three types, namely the values of faith, values, and moral values. The values taught humans to believe in faithof God Almighty and the Almighty as the creator of the universe, which will constantlymonitor and take into account all the human beings in the world. With feelwholeheartedly that God exists and is Omniscient, then humans would be moreobedient to run everything that was ordered by God and scared to do dhalim or damage on Earth.

Characters

Characters according to Prayitno and Manullang (2011:47) is a relatively stable private properties on the individual that became the Foundation for the appearance of a standard behavior in high values and norms. Whereas Suyanto (Mone, 2011:8) defines the behavior of the characters as the enshrined values based on religious norms, culture, the law/Constitution, customs, and aesthetics.

Based on some of the opinions that the character is a great value and inherent to thehuman self as well as used as a foundation for doing the deed and determining in conjunction with each other, the environment, and the Lord. Character education is a deliberate process to instill noble values to learners involves knowledge, feelings, and behaviors that will shape the nature and deeds that can be used in the life of society.

Character education should be included in every aspect of teaching and learning activities in the classroom, the practice of everyday life in school, and integrates withany extra-curricular activities such as Boy Scouts, nature lovers, sports, Red Cross, andscientific papers. After that each student is expected to apply them at home and in the surrounding environment. All aspects ranging from schools, families, and society must always maintain the character values.

METHODOLOGY

This research aims to describe and analyze the implementation of character educationin the SDIT Nurul Ilmi the city of Jambi. In accordance with the purpose, then the research was categorized as a qualitative research using a naturalistic approach. The role ofinvestigators in this research as a gatherer of data and analyze the data and report onresearch results. The data source in this research are people, places, events, and documentation of the school.

Data analysis was done at the time of data collection takes place, and after the completion of data collection within a certain period. Miles and Huberman (1992:15-20) suggested that activity in the analysis of qualitative data is done interactively and lasted continuously until thoroughly so that the data is already saturated. Activity indata analysis, namely data reduction (reduction), the presentation of data (datadisplay), and draw conclusions/verification (conclusion drawing/verification).

FINDINGS AND DISCUSSION

Planning of the character education in the SDIT Nurul Ilmi The City of Jambi

In planning for character education in the SDIT Nurul Ilmi, each teacher in parallel at the beginning of each semester compose, match, discuss, and analyze the values of character with subject matter that is subsequently presented in the learning devicesuch as the syllabus, lesson plans, and also the scoring sheet in accordance with the standards of competence and basic competence.

Planning of character education in the SDIT Nurul Ilmi includes several components such as school personnel selection, value judgment that will be applied, as well as the formulation of the character values in the device of learning by teachers in parallel which aims at shaping the character of students. Planning emphasis on effort selecting and connecting things with the interests of the future and attempt to achieve it. What his form is going to come of it and how the effort to achieve it is the activity of putting together planning.

Based on the study of technology education in the realm of design, in this caseincludes the application of the theories, principles, and procedures in planning or designing a program or learning activity that is done in a systemic and systematic. In addition, at the stage of planning the first performed is the analysis of the standard of competence and basic competence, development, preparation of lesson

plans characteristic syllabus character, and preparation of learning materials characteristic (Marzuki, 2011:12). The summary data at the stage of planning character education is presented in the following table:

The planning stages of character education

Component Planning	Preparation	Implementation
Learning device format	Identify all the elements to be included in a learning device	Apply all elements into a format that is prepared
Standards of competence and basic competence	Prepare and understand the standards of competence which becomes the ultimate purpose of the learning process	Conduct an analysis of the standard of competence so that the ultimate goal of learning achieved maximum
The learning syllabus	Prepare a syllabus with attention to the value of the character that will be developed	Match the overall components with activity discussion between teachers so that the syllabus drawn up describing the character value
Lesson plans	Preparation of lesson plans at the beginning of each semester	Teachers doing the preparation plan of learning with some consideration of revising the objectives, namely to change the method of learning, revising the assessment, preparing learning materials.
Learning materials	Prepare learning materials to suit the needs of learners	Textbooks, practice and all devices that can support learning materials
Assessment	Drawing up the assessment techniques that can describe the learning outcomes of the affective domain	Make sheet assessment sheet, observation checklist form attitude s conducted in the classroom and outside the classroom
The characteristics of learners	Understand each learner characteristics making it easier for teachers in determining appropriate learning strategies and best	Implement a learning strategy in accordance with the characteristics of the studentsso that learning objectives will be achieved maximum

The values of the characters developed in the SDIT Nurul Ilmi The City of Jambi

Based on research findings, that the main character developed in the SDIT Nurul Ilmi religious. Where religious values are values that contain elements of divinity and humanity in it already includes the values of honesty, caring fellow (social and environmental), responsibility, discipline, determination, and compliance in the running rules and appreciate each other. The development of the character values in the school must be based on principles so that the objectives to be achieved can be realized. To streamline the cultivation of character values to the students needed arobust curriculum that can internalize the value both in the learning process as well as in the culture of the school with the example of teachers and educational personnel as well as full support of families and communities so as to achieve the desired goals.

Implementation of Character Education in the SDIT Nurul Ilmi The City of Jambi

Character Education in Learning in the SDIT Nurul Ilmi The City of Jambi

As it is written in the research findings, that the character education in the process of learning in the SDIT Nurul Ilmi is divided into three parts, namely, integrated into the

subjects, in local content, and self development which includes conditioning, example, and extracurricular activities. Character education implemented in the SDIT Nurul Ilmi to use integration model into every subject, this means character education is not carried out separately in new subjects. The development of religious value as the core characters in the SDIT Nurul Ilmi, requires that teachers bring up and always instilledin each subject, which is of course accompanied by the values of the other characters look for compliance with the material taught to students.

Character Education in Extracurricular Activities in SDIT Nurul Ilmi Jambi

Extracurricular activities in SDIT Nurul Ilmi is to carry out extracurricular activities that can improve the knowledge, passion, and execution against a core character values (religious). The efforts of the implementation of extracurricular activities not only to bring up talents, interests, and abilities of mere students however preferred isstudents have the sensitivity of the value of the existence of these activities. The sensitivity i.e. students know, feel, love, and ultimately want to do goodness-goodness of fit with the characters that have been formulated so that it will become a habit andis widespread.

Barriers to Implementation of Character Education in SDIT Nurul Ilmi Jambi

Barriers experienced in the implementation of character education in the SDIT Nurul Ilmi consists of three things, namely the characteristics of the students, family environment, and the environmental community. The construction of the characterthat is associated with the cultivation of the values of the God head shall include coaching against the beliefs, attitudes, behaviours, and sublime cultural values of the nation. These aspects can take place when there is understanding and religious and cultural insights gained from knowledge as well as the internalization of the values of religion and culture.

In the process over the value of good schools, families and communities must be an environment of mutual support so that the obstacle is found to bescaled down and ultimately could be beneficial to students as a good character-forming. The family as a vehicle first and foremost in character education studentshave an important role in the progress of a nation. According to Bennett (Muslich, 2010:98) family is the most early and effectively to perform the functions of the Department of health, education, and welfare.

Availability Support of Facilities in Implementation of Character Education

The utilization of means and facilities in schools as a complementary learning processwill work properly while the teacher is able to use and customize with the material presented so that raises the motivation of students in learning. The existence of thefacility and the facility became the attraction for the students in the learning material presented by teachers so students would enthusiastically follow the lesson. For example the use of the facilities of existing worship at the school mosque and the use of the library as a learning tool.

The Process of Evaluation of The Character Education in SDIT Nurul Ilmi Jambi

In character education, an assessment should be done well and right. Assessment of cognitive achievement concerns not only students, but also the achievement and affective psychomotor. Assessment of the characters more concerned with the achievement

of the affective and psychomotor the students compared the achievement of kognitifnya. The assessment of character education in fact is the evaluation of top learning continuously from individuals to live up to the role and his freedom along with others in a school environment for the sake of the growth of its moral integrity as human beings (Koesoma, 2007:281). This means that only individuals that are open on the experience myself with others who are able todetermine whether he has become a human characteristic or not.

According to Prayitno and M (2011:160) assessment of character education shouldrefer to triguna learning outcomes i.e. maknaguna, dayaguna, karyaguna and intelligent character in it is contained the whole dimension of learning. Assessment oflearning outcomes is not just a symbol of a moment in the form of score that rated, but rather has the meaning of development with the principles of continuous progress refers to the principle of Mastery Learning in the sense of the truth.

The assessment of character education in the SDIT Nurul Ilmi is planned and implemented in the process of learning by using techniques scoring recap about the attitude that students do during class and outside of class, i.e., the observation to student portfolio earned from a given task master, which subsequently created in the form of student progress report are addressed to the parent.

SUMMARY AND ADVICE

Based on the results of the research on implementation of character education in SDIT Nurul Ilmi Jambi City can be summed up a few things, namely as follows: a summary of the study are: (1) education planning carefully crafted characters that arecontained in the learning device, the main character, namely religious and supported the other characters; (2) implementation of character education in learning is integrated into each subject, local content, as well as conditioning at the school; character education in extracurricular contains great value; barriers to implementation include the characteristics of the students, family environment and community; power support facility and adequate facilities; (3) the process of evaluation of character education is carried out continuously. The advice is to research the SDIT Nurul Ilmicontinues to improve the quality of teachers in order to become an example and role model for students, and parents to support the implementation of character education. ✍

Reference

Aisyah, Nur. 2013. Implementation of character education in the SDIT Nurul Imi city of Jambi. Thesis. University Of Jambi.

The MoE. 2011. Character education to build the character of the nation. Policy Brief 4 July Edition. Jakarta: Directorate General Of Dikdas.

Kemendiknas. 2011. The guidelines implementation of character education. Jakarta: Balitbang Puskur and Perbukuan.

Koesoema, a. 2007. Character education Strategies to educate the Global era. Jakarta: Grasindo

Lickona, T.. Educate to form characters, How schools can Provide education about the attitudes of respect and responsibility. Translation of Juma Abdu Wamaungo. Jakarta: BumiAksara

Macionis, j. j. (1970). Society the basics. New Jersey: Prentice Hall, Englewood Cliffs.

Marzuki. 2011. Further integration of character education In school Learning. http://staff.uny.ac.id/sites/ default/files/penelitian/Dr.%20Marzuki,% 20. Ag.,% 20 m/Dr.%20Marzuki. Ag _ 20 Pengintegra sian.% 20 Pendidikan% 20Karakter% 20dalam% 20Pembelajaran% 20di% UR20Sekolah.pdf

Matrasi. 2012. The implementation of a system of character education in the ELEMENTARY SCHOOL Al-Falah Tropodo 2 Waru Sidoarjo. Thesis. Digital Library IAIN Sunan Ampel http: //digilib. Sunan-ampel.ac.id/gdl.php? mod= browse&op=read&id=jiptiain--matrasinim-10136

Miles, M.B. and Huberman, A. M. 1992. Qualitative Data Analysis: A Source Book of New Methods. Damon Rohendi Translation Rohidi. Jakarta UI Press.

Muhaimin. 2011. The implementation of character education on subjects in junior high Country 1 Kuwarasan District Kebumen. Thesis. Digital Library of The University of General Soedirman. http://mm.unsoed.ac.id/id/content/-character education-implementation-in-eye-lesson-in-junior-country-1-kuwarasan-County-area keb Jak

Muslich, M.. Character education answer the challenge of Multi-dimensional Crisis.Jakarta: PT Bumi Aksara.

Muzaky. 2011. The implementation of national character Education Policy 2010-2025in Bandung (Study On SMANegeri Bandung 8 2011-2012 schoolyear). Thesis. Scientific Library of The University of Padjajaran. http://pustaka.unpad. ac.id/archives/122388/

Prayitno and M. 2011. Character Education In nation-building. Jakarta: Grasindo.

DESIGNING SCIENTIFIC LEARNING MODELS APPLICATION IN LOW-GRADE OF PRIMARY SCHOOL BASED ON 2013 CURRICULUM

M. Zainuddin
State University of Malang
Email: hm_zainuddin@yahoo.com

Abstract: The Implementation of 2013 curriculum is associated with PERMENPAN No. 16 RB. The design of application of scientific learning models of primary school on the implementation of the 2013 curriculum on low-grade is done in two stages research. The first stage is to design scientific learning models of elementary school based on curriculum 2013. The second phase is to implement scientific learning models to students grade 1,2,3 of Ma'arif Islamic International primary School in Blitar by Education of Primary School Teacher undergraduate program Faculty of Education Universitas Negeri Malang as teacher model. Overall, the thing done is to make some product Student teachers complete learning models make the device according to the learning model implemented in the lower classes of Ma'arif Islamic International primary school. At this stage of the implementation of the obtained results include aspects of student learning: cognitive, affective (spiritual and social), and skills, demonstrated significant success. In this case, practical activities and comprehensive training on designing wake teaching model primary school curriculum scientific applications in 2013 are considered able to improve the competence of teachers and student teachers Indonesia in the future.

Keywords: 2013 curriculum, competence, scientific models

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 must also provide a basis for the sustainability of the nation's life in all aspects of national life that reflects the character of the nation today. Therefore, educational content they are learning not only be a great achievement of the nation's past, but also things that are developing at the present time and will be sustainable into the future. Various new developments in science, technology, cultural, economic, social, political facing society, nation and mankind packaged as educational content.

The fact is apparently not in line with the role of student teachers who should be the motor of curriculum development. Based on the survey results of interviews with students last semester UM PGSD obtained information about an understanding of the curriculum in 2013, public test, and the principles of its development, it has not reached a full understanding. Therefore, it is necessary positive steps in the form of scientific orientation activities related to the curriculum in 2013 against the students. Students must understand the scientific study model in PP 103 Th, 2014, the scientific approach / process-based approach to science as referred to in paragraph (7) is organizing a learning experience with a logical sequence includes the learning process is the process of observing (observing), ask (questioning) , collecting information/try (data collecting), reasoning/processing information (associating), communicate (communicating).

While relations scientific approach to learning that approach to learning by giving direct experience through the stages of scientific, not feeling, inclination, intuitive, or

guess. Model or method developed is Discovery Learning, Problem Based Learning and Project Based Learning. Need positive steps in the form of a strategy to prepare the students in implementing the curriculum in 2013, here need to wake designing scientific learning model based on PP 103 2014. The fact above was still associated with the birth of the Decree of the Minister of State for Administrative Reform No. 16/2009 on Functional Master and credit figures seen as an important moment of the teaching profession trip in Indonesia. KEPMENPAN issuance has been confirmed as a teacher functional position, in which the process of promotion and professorship originally done automatically and periodically amended based on the number of credits, thus allowing the teacher to be able to apply for promotion and groups of less than 4 years. Although in certain cases, particularly for the promotion of group IVa to IVb and beyond, this rule seems to be counter-productive, because many teachers are hampered by regulations that require teachers to create Scientific Paper.

Along with the passage of time and the development of the profession and the demands of today's teacher competency, this minister's decision seems necessary adjustments. Therefore, the government through the Minister of State for Administrative Reform and Bureaucratic Reform issued new regulations contained in the Minister of Administrative Reform and Bureaucratic Reform No. 16 of 2009 on Functional Teacher and credit figures.

Based on the description above, contained meaning and spirit that today's students primary school teacher as a reformer of education is very necessary given the key to the understanding of the fundamental process of learning (Curriculum 2013) as the bike and the new regulations relating to the existence and the urgent development of a new curriculum. To achieve such results of the curriculum in 2013, it would require a dynamic change in education through research and development to then disseminated ataui disseminated to stakeholders of education and students throughout Indonesia. Many things must be considered in the development of curriculum in 2013 and implemented at the elementary school including teaching model chosen, the quality of teachers, as well as facilities and learning resources support teaching and learning activities.

Need evaluation and improvement of these things for the sake of improving the quality of education. It is behind the study "Designing a Learning Model Build Scientific Applications Low Grade Primary School Curriculum Implementation Of 2013"

RESEARCH METHODS

The research was conducted at the State University of Malang campus PP3 with the cooperation of the International SDI Ma'arif Blitar. 90 students study subjects. Of such a large number of students, the implementation of the research will be carried out in stages, beginning with the administration of a questionnaire to collect data readiness curriculum students face 2013 of a low grade and 3 students selected as a model teacher. Study also did in elementary school in Blitar, namely the International SDI Ma'arif with involvement of three levels of classes namely class 1, 2, and 3. The number of students in grade 1 is 23 (twenty three) students, grade 2 amounted to 19 (nineteen) students, and grade 3 a number of 18 (eighteen) students.

This research is development. The focus is research that produces or develop a product in the form of the model in order to improve the quality of learning. This is in line with

the opinion of Ibn '(2013: 3) Research development is not to test the theory, but to develop and test the effectiveness of the model. Further research resulted in the development of the product as a function of creation to improve the quality of learning.

The research objective of this development to produce a product as a function of development to address the problems in learning. Therefore, in development research have the specific characteristics and contextual, problem solving, collaborative, and produce. The data collected in this study in the form of process data and results data. Data processes include: (1) questionnaire readiness of students in the implementation of the curriculum in 2013, (2) interviews with the readiness of students in curriculum implementation in 2013 in the lower classes, the data results include: (1) Product Model learning in the CD right for class materials Low in SD, which featured student at the University of Malang country PP3 State University of Malang. The data collection instruments used in this study consisted of a questionnaire, interview, and documentation. In this study, there are two types of data were analyzed, the process data and results data.

RESULT AND DISCUSSION

Designing Build Scientific Learning Model

Build in the design according to Ibn scientific learning model (2014) consists of the stages of planning, exploration, early product development, and validation. In the planning stages, educators reviewing the curriculum syllabus in 2013, and then make the appropriate RPP syllabus under Regulation 103 of 2014, setting up a book teachers and students in accordance syllabus, preparing LKPD (Activity Sheet Students), prepare appropriate media sub-themes, and designing and making judgments attitudes, knowledge, and skills. Exploration stage is an activity to acquire new experiences of the new situation. In exploration activities, the teachers engage learners in searching and collecting information, using the media to enrich the experience of managing information, facilitating learners to interact so that learners actively, encourage learners to observe a variety of symptoms, catch the signs that distinguish the symptoms on other events, observe objects in the field and laboratory.

The activities of learners that gather information by reading, berdikusi, or trial, and collect and process data. While the activities of teachers are using a variety of approaches and media, facilitating the interaction between all students, students with teachers, and students with learning resources, and actively engage learners. In the early stages of product development, the products developed are appropriate syllabus RPP under Regulation 103 of 2014, book teachers and students in accordance syllabus, LKPD (sheet activities of learners), according subtema media, assessment rubric attitudes, knowledge, and skills, scientific models form of CDs, and articles in national journals in jurnalkan. Validation phase, validation is done by experts in the field, in accordance with the development of the instrument. Revised models and devices based on the results of the validation study, this revision is based on product testing by outside community to improve product quality.

Discovery Learning in Grade 1 SDI Maarif Blitar

Discovery Learning is one of the pilot model used in K13, applied in grade 1 SDI Ma'Arif Blitar student model teacher. Aspect is the attitude of the students who developed

spiritual, social attitudes, knowledge, and skills. This model is designed to lesson plans using a systematic and complete syntax and equipped with a scientific approach. When the teacher opened with greetings learning, students responded with enthusiastic greetings and pray together.

Students then sing the song Good Morning along with the spirit of teachers, students listened well of information materials and the expected goals and do not forget the teacher provides questions stimulation to students according to the material as it ever see the sun and when students see it. Students read a short description text with pictures in the book student. The teacher asks the students to answer by raising his right hand in advance and provide diverse answers about what is observed in the image. Even students who are shy in the classroom famous, very enthusiastic to answer because in early learning has built his spirit through song. And do not forget the teachers remind students to always give thanks to the creation of God Almighty.

Students are directed to make guesses about the causes of the events of the morning through debriefing. No one answered the morning because of the sun, the moon around the earth, there was the sun round and large, the teacher gives praise to those who dare to reveal the answer. Students save allegations and then make the observation of the image so that students can observe and discover the difference of each event. After observing, teachers do question and answer to the likelihood the students.

The next activity is the students to experiment using a globe and a flashlight with teachers demonstrate beforehand, curiously students showed up and tried to find an assortment of state. Students flashlight toward the globe, the teacher gives the concept that part of the Earth facing the visible light means that the earth experienced the morning and afternoon, while the earth turned dark and the light would mean an incident the night. Then students mnegerjakan Worksheet Students, student discipline to work on the problems. Then is the final stage of Discovery Learning model of the search for evidence in the real environment or the surrounding environment. Students are asked to observe what is seen. Students answer is no sun, clouds, sky, birds fly, and trees. The teacher asked whether the objects seen clearly, the students said yes clearly visible. Upon entry into the classroom, students and teachers make inferences and recall what you have learned today. Students reveal the impression of learning through drawing expressions. Learning activities ended with the provision of home assignments to observe the events of the evening and proceed with closing greetings. Video documentation of learning with models Project Based Learning can be seen in www.sdima'arifkotablitar.sch.id

Problem Based Learning in class 2 SDI Maarif Blitar

Problem Based Learning is a learning model that is designed so that learners gain knowledge to make students proficient in solving problems, and has its own model of learning and have the skills to participate in the team. On learning about the theme of learning to live in harmony three familiar symbols in the precepts of Pancasila Pancasila state emblem eagle, eagle song played learners Pancasila and sing together. When playing a song Garuda Pancasila learners can view the images associated with Pancasila whether it be an assortment of one's profession, symbols precepts of Pancasila and bird emblem garuda.Setelah played lagutersebut, the teacher asks what is seen by learners , Various answers mentioned by learners, in this case the teacher continues to explore the thoughts

of students and gives students the opportunity to remember the images that have the students see and give the questions to lead to the third principle of the unity of Indonesia reflection of living in harmony.

At the core activities that students observe symbol third principle banyan tree. The scientific attitude of students began to emerge as to ask the teacher why shady banyan tree leaves and green as well as having a strong stem. More critical learners to ask why the chosen symbol banyan tree to represent the unity of Indonesia. The question of the teacher did not directly answer, but returns the questions that students ask for the students' own responsibility from the experience of playing the game. In this game the students are invited to make a large circle while spinning and singing, at the end of the singing teacher gives instructions to pair eg four, all learners to quickly find their partner so that each even numbered four pairs or eight people on the condition that all should be able to tread paper that has been prepared. From the message of this game learners can answer what the sense of unity, what the sense of living in harmony symbolized the third principle banyan tree. Once students understand the basic concepts followed by a working group of four people to solve a problem that is expected to have many pemecahannya. From the work of the group jointly discussed and each member of the group is given the opportunity to express his opinion.

The results of student learning using problem based learning model shows significant progress. It can be seen from the control concept well constructed material. Learners began to show his skills to observe, ask, gather information, to associate and communicate suatupersoalan which has implications for the study of students ie 75% above the value of the students already SKL (graduate competence standard).

The way students express an interest in learning about the impression of Problem Based Learning model of the attitude of students who enthusiastically participated in the study as well as the number of points that can be collected in accordance with the student assessment instrument. Documentation in the form of video lessons with problem based learning model can be seen in www.sdima'arifkotablitar.sch.id

Model Project Based Learning in class 3 SDI Ma'Arif Blitar.

On learning to use the curriculum in 2013, with a model of Project Based Learning (PPA) which dilaksakan in class 3B SDI Ma'Arif Blitar take place with a conducive and fun. Student activity that appears in this study is the debriefing. discussion, group work. At the beginning of activities, beginning with the greeting, prayer, and attendance. Then, dilanjukan with apperception that debriefing with the students about endangered animals and plants that have been learned in the previous lesson. Apersepsi aims to explore the knowledge of students and prepare students to begin the next lesson. In the next activity, the teacher informed the students about the matter and learning objectives today. Core activities, carried out by the learning model Project Based Learning (PPA), the first stage is the determination of fundamental questions. At this first stage, the activity appears to question the form of frequently asked questions and observe through view video instructional learning materials related to animals and rare plants in Indonesia. Furthermore, students mendiskuiskan answer to the question with his friends. The second stage, is designing the project planning. At this stage, the student activity that arises is to collect and process information informsi in discussions and work together in groups to

work on a project, which is making a poster. The third phase, it is scheduling. At this stage, the activity of students arises is time management in projects and discussions between members of the group in scheduling activities and tasks workmanship arrange alternative measures, if the processing time exceeds the scheduled timetable. The fourth stage, is to monitor the progress of the project and the students pesetas. In this stage, teachers guide students in making posters and drive around to check student work and help students who are still experiencing difficulties, so that students could improve the poster is being made. The fifth stages, is to test the results. In this stage, it appears that student activity to communicate through presentation of the group in making posters, students of other groups providing input in the form of frequently asked questions, criticisms, and suggestions posters presented results. The sixth stage, is the evaluation of the experience. At this stage, emerging student activity concludes the study is a result of creative in making posters about endangered animals and plants that can be used as a poster-making students experience in creativity during the learning process. Then at the end of the learning activity, students infer learning activities during the day, reflection, and follow-up of pembelajarn. Afterwards, closed with praying and greeting.

Emerging scientific attitude of students is rigorous, meticulous, curious to observe the activities of instructional video and observed examples of posters. In addition, there is an active attitude in the determination of students to ask fundamental questions. At the time of discussion emerged discipline, responsibility, and creative in doing posters of animals and plants. Students learn to cultivate an attitude of care for endangered animals and plants to maintain and preserve it through the creation of the poster. At the presentation of the activities of the project (poster) appear bold attitude and responsibility to communicate the results of the project (poster) which has worked with the group of students.

Learning outcomes of students with learning model Project Based Learning (PPA), is very good and easy to follow by almost all students attend a learning process with active and attentive. Results of study after study, nearly 95% of students scored at the top of SKL set. Other students, still need guidance in order to adjust the focus of the study. From this learning, students become active and interested in learning fun

Impression on the students' learning model is fun, and enthusiastic students to participate in learning. How to convey the impression of students is to deliver moments of reflection, and look at the enthusiastic students who are almost entirely active in participating in learning activities. Conducive learning takes place, as well as the students waited for the next interesting learning. Students convey the impression to ask the teacher, when the teacher would teach them again and ask what tasks the students will be done next. Another thing is also visible from the end of the study, students are reluctant to go out of his seat and still want to learn more, but the learning time has been finished for today. Video documentation of learning with models Project Based Learning can be seen in www.sdima'arif kotablitar.sch.id

DISCUSSION

Learning is done is intended to serve and facilitate students to learn as optimally as possible, to its potential in an atmosphere that is conducive both physically, mentally and emotionally. The application of scientific learning model in SDI Ma'Arif overall Blitar

bring scientific attitude in students. In these activities, student activity points that can be indicated is the sense of intellectual curiosity (Intellectual curiosity), cognitive abilities and skills in reading, writing, and arithmetic in the lower grade students. In terms of the educator is PGSD UM students last semester, developing and designing wake scientific models based curriculum in 2013 has shown good results. Making the RPP, instruments, teaching materials and media are in accordance with the material. The use of a model of learning in core activities was in accordance with the syntax of the chosen learning model. In terms of activity, the students showed an attitude of scientific, the results of student learning shows the attitude of spiritual and social good, the test scores of LKPD shows students understand the material provided, the skills observed or drawing in class 1 are contextual based on observation through a model of Discovery Learning, independence and cooperation is also visible in learning. At grade 2 through a model of problem based learning, student activities predominantly on the activity of reason and analyze events around PGSD UM student teacher learning models make the device complete with developing scientific models developed in learning. Then the result of this learning activity didokumentsikan through a complete instructional video from apersepsi, core activities, and cover (evaluation and reflection, prayer). Of course, also included media appropriate learning materials at that time.

Video learning complete with instrument development application model curriculum in 2013 is a product that deserves to be developed and disseminated to the public sphere of education because student learning outcomes academically showed good results, the attitude of spiritual and social appear and can be a habit or a very good habit, skills try and create simple products were also shown from the student activity. Basically all good scientific models to be implemented in both high grade and low grade, only requires understanding and competence of teachers or student teachers to design as possible in accordance with the curriculum materials in 2013.

CONCLUSIONS AND SUGGESTIONS

This research is a development that aims to produce or develop a product in the form of the model in order to improve the quality of learning. Research development is not to test the theory, but to develop and test the effectiveness of the model and produce as a function of creation to improve the quality of learning and to solve problems in learning. Based on the preceding discussion, conclusions on the development of research is described in the following points: (1) From the questionnaire and interview process of research subjects, gained 3 college students to design and implement a model of scientific learning in low-grade (1,2,3) SDI Ma 'wise Blitar, (2) Scientific Learning Model used was a model of Discovery Learning in class 1, the model of Problem Based Learning in class 2, and the model of Project Based Learning in class 3 SDI Ma'Arif Blitar. (3) Student teachers to design models of learning activities 1x35 minutes using scientific models with a complete learning instrument then implement the SDI Ma'Arif students Blitar, (4) Learning outcomes using scientific models (Discovery Learning, Problem Based Learning, Project Based Learning) in low-grade SDI Ma'Arif Blitar indicates that the model is able to bring the scientific attitudes on self-esteem, curiosity is high, and spiritual attitudes of students in the activities of prayer and observation activities can bring a sense of gratitude for God's power.

Based on the research conclusions are the result of the study, analysis, evaluation, and reflection on the overall findings of the study and taking into account the characteristics and advantages of the scientific learning model can dikonklusi number of principles relating to the effectiveness of the model in the context of aplikasil programmed as a recommendation of this development research. In particular to the Ministry of National Education and its staff, in order to assist in disseminating the products of research and development as one of the programmed effort in order to improve and increase the quality of basic education through the use of the study product that has been tested empirically-education. Socialization can be done through in-house training programs and seminars, as well as the utilization of teachers' groups (KKG), which has been formed in each district, so that the product of this research can be studied and disseminated in a more effective and widespread. For the student teachers, the product can be disseminated through seminars and lectures as a student learning materials for implementing the curriculum in 2013 later.

Thus, concerns and difficulties of teachers and student teachers in developing and applying models berpendekatan scientific study at primary school level can be reduced and find alternatives and solutions in the form of activities that targeted and programmed from researchers and support of the Ministry of National Education. ✍

Reference

Dewan Riset Nasional Kemenristek. 2010. *Agenda Riset Nasional 2010 – 2014.*

Direktorat Jenderal Pendidikan Tinggi Kemendikbud RI. 2010. *Rencana Strategis Direktorat Jenderal Pendidikan Tinggi 2010-2014*.

Direktorat Penelitian dan Pengabdian Kepada Masyarakat Direktorat Jenderal Pendidikan

Direktorat Penelitian dan Pengabdian Kepada Masyarakat Direktorat Jenderal Pendidikan Tinggi Kemendikbud RI. 2012. *Pedoman Penelitian Edisi VIII*

Kementerian Pendidikan Nasional. 2010. *Rencana Strategis Kementerian Pendidikan Nasional 2010-2014.*

Kurukulum 2013 Direktorat Pendidikan Dasar dan menengah.2014

Lembaga Ilmu Pengetahuan Indonesia. 2012. *Panduan Penyusunan Proposal Kegiatan Penerapan dan Pemanfaatan Ilmu Pengetahuan dan Teknologi di Daerah (IPTEKDA) LIPI XVI Tahun 2013*.

Ibnu,Suhadi. 2013. *Penelitian Pengembangan. Malang*: UM Press

Tinggi Kemendikbud RI. 2011. *Pedoman Pengabdian Kepada Masyarakat.*

DEVELOPMENT AND IMPLEMENTATION OF THEMATIC TEACHING INSTRUMENT TO IMPROVE QUALITY OF PROCESS AND RESULT OF LEARNING IN ELEMENTARY SCHOOL

Sa'dun Akbar; Iffah QA; Febrianti YS; Dina Ferisa, Wahyu W., Rakyan Paranimmita S. K.
State University of Malang
Email:mbahdun@gmail.com

Abstract: This research aims to: (1) generate Brain Based Thematic Learning model is valid, practical, and effective, (2) produce a learning device (students' books and handbooks teacher) oriented Multiple Intelligence-based Local valid theoretically, can be applied, and effective in development based on Multiple Intelligence, Joyful Learning and Local Excellence, (3) produce a report on the analysis in the form of recommendations for improvements textbooks fourth grade revised edition, 2014, (4) describe the situation thematic learning in elementary schools, and (5) describe the application of education character through thematic learning. The method used in the study of Research and Development, a qualitative approach, and Content analysis. Results of the study indicate that the (1) Brain Based Thematic Learning Model that has produced very valid (93.57%), very practical (94.95%), and very effective (91.09%), (2) the book of teachers and books students developed a very valid (92.5%), have a very good level of enforceability (88%), very useful (91%), and very effective (91%) in class IV MIT Ar-Roihan Lawang - Malang, (3) books thematic Fourth Grade revised edition 2014 has a material structure which is in conformity with 5M (observe, to question, to reason, to try and communicate), while the relationship between the charge Indonesian with a content of other subjects showed that the charge Indonesian be a draft inter-charge the other, as well as distributor charges other sciences so as to make the charge Indonesian be contextual, engaging, sparking creativity of students, and activate students in the learning process, (4) the meaning of the students shows that climate thematic learning who lived students are learning meaningful, comfortable and fun. First, the climate thematic learning meaningful student internalized by organizing theme, content and learning materials are solid; preparation of teaching materials that are practical and attractive; use a scientific approach; use poster simple sentences; teaching skills of teachers; and the application of authentic assessment. Secondly, a comfortable climate thematic learning internalized students based on class clean; Good lighting class; Comfortable room temperature (ranging from 25º-28ºC); structuring and ergonomics seat; the use of instrumental music; low noise level classes; class order; and structuring the learning community (student-teacher-parent) who support the learning process. Third, the climate thematic learning fun internalized students based approaches to scientific, learning with interludes of humor, and methods of learning groups, and (5) learning the character through the learning process is done through the creation of RPP (LESSONS PLAN) characterized by clear, using thematic learning, using local content the form of the local language, using cooperative learning model, the use of the subject matter as a medium to develop character values in students, and the development of character values through stories.

Key words: teaching instrument, implementation, thematic learning

The government is preparing a variety of strategies to meet the Golden Generation of Indonesia 2045. This Golden Generation that will lead the nation's civilization on the 100th anniversary of Indonesia's independence. One of the strategies taken by the government includes making improvements in the system of education, of infrastructure, educators, including changing the national education curriculum.

The need for education is one of the most important part of human life, with higher education is expected to produce human beings of a higher quality (Afrianto, 2011:69). Unit level which is considered as the basis of basic education is elementary school. Pursued education on basic education will be the foundation for further education process, so that the implementation of elementary education should be implemented optimally. This was confirmed by Prastowo (2013:13) who explained that basic education

has two main functions: 1) provide basic education related to the ability of critical thinking, reading, writing, arithmetic, mastery of the basics to learn sciences and technology, and the ability to communicate, and 2) basic education provides the basics for education at the next level.

Since 2013 the government has issued a policy on the implementation of the new curriculum that was later known as Curriculum 2013. This Curriculum was born with a passion for education in Indonesia to be able to reconstruct a forum for Indonesian children to develop all their potential. Law Number 20 Year 2003 of National Education System states that the curriculum is a set of plans and arrangements regarding the purpose, content, and teaching materials and methods used as guidelines for the organization of learning activities to achieve specific educational goals. Based on such understanding, there are two dimensions of the curriculum; the first is the plan and the setting of the objectives, content and learning materials, while the second is the means used for learning activities.

Applicative, these policies have an impact on the implementation of thematic learning education in elementary schools, junior high schools and high schools. Fundamentals that differentiate the curriculum in 2013 with the previous curriculum lies in the learning process. Thematic learning is a practice-oriented approach to learning appropriate to the developmental needs of children. This thematic approach to learning more emphasis on the application of the concept of learning while doing something (learning by doing). In formulating the lesson plan and the implementation of thematic learning should be sought separation between subjects with each other not so obvious. Including in formulating objectives for each subject will be collaborated do not get far with the aim of subjects concerned.

In The Curriculum 2013 in addition to using the thematic nature of learning, the learning of Curriculum 2013 is more emphasis on character formation of students. The formation of character is one of the goals of national education. Article I of the National Education Law of 2003 states that among the objectives of national education is to develop the potential of learners to have the intelligence, personality and noble character. The mandate of the National Education Act of 2003 was intended that education is not only shaping Indonesia intelligent beings, but also personality or character, so that will be born generation of people who grow up with a character that breathes noble values of the nation and religion.

It should be the main focus in the Curriculum 2013 gave birth to the birth of some new policy on textbooks (students' books) and teacher handbooks. This policy is listed in Ministry of Education Act No. 71 of 2013 on textbooks and teacher guide books for elementary and secondary education. At the elementary and secondary school level, the government provides a real effort to provide assistance in the form of textbooks (student book) and a guidebook for teachers. All elementary and secondary schools use books that have been given by the government to be used as a learning resource.

The actual conditions on the field are not match with expectation of government in the new policy on this textbook based on the field observations and interviews of teachers & students from various elementary, including SDN Sukasenang, SDN Percobaan 1 Malang, SDN Mulyorejo 1, SD Taman Harapan Malang, and Madrasah Ibtidaiyah Terpadu Ar-Roihan. Results of the observations found that there are problems that occur

both from the teachers and students. Currently the applications of textbooks in elementary schools are faced with a number of obstacles. The problems that occurred in the teacher include: lack of socialization handbook of teachers as a decisive factor in the application of textbooks, learning is done only refer to the book the teacher adjusted measures already contained in the handbook of teachers, the difficulty to develop learning activities in the learning process more emphasis on cognitive rather than affective and psychomotor aspects and less attention to the interests of students is based on the intelligence of the students (multiple Intelligence) and teachers have not been able to implement and to select models in thematic learning. For students problems that occur, a description of material less detail, examples of workmanship questions that make students feel confused, students feel bored and less interested in the textbook.

Implementation of policies in the students' books and books of teachers who have the government spend with unfounded ideal conditions according to the potential of each region resulted in a lot of factors inhibiting the passage of textbooks and handbooks this teacher, so that the need for improvements to build in order to create a textbook that is productive for continuity of learning in elementary schools.

This study aims to: (1) generate Brain Based Thematic Learning model is valid, practical, and effective, (2) produce a learning device (students' books and handbooks teacher) oriented Multiple Intelligence-based Local valid theoretically, can be applied, and effective in development based on Multiple Intelligence, Joyful Learning and Local Excellence, (3) produce a report on the analysis in the form of recommendation for improvement textbooks fourth grade revised edition, 2014, (4) describe the situation thematic learning in elementary schools, and (5) describe the application of education character through thematic learning.

METHOD

This research uses a Research and Development, qualitative, and Content Analysis. Methods of research and development used modified from Dick, Carey, and Carey (2009:5) the following: (1) Identity Instructional Goal (s), (2) Perform Conduct Instructional Analysis, (3) Analyze Learners and Contexts, (4) Write Performance Objectives, (5) Develop Assessment Instruments, (6) Develop Instructional Strategy, (7) Develop and Select Instructional Materials, (8) Design and Conduct Formative Evaluation of Instruction, (9) Revise Instruction, and (10) Design And Conduct summative Evaluation.

In addition, the method used in this study is a qualitative approach to the design of (1) the study of phenomenology, where data collected in the form of words and actions of students, (2) a case study, meaning researchers investigated carefully an event, activity, and process of the object under study, and (3) non-interactive, meaning that researchers examined documentation in the form of textbooks with the consideration that the object of the research will be better understood and interpreted in a narrative. Characteristics of qualitative research were conducted on the condition of natural and descriptive data obtained in the form of words or images (Bogdan and Biklen in Sugiyono, 2010: 15). This approach is used by researchers who wanted to express events and activities that occur in the environment. Researchers played a role important because it is the key instrument and are required to play an active role in collecting detailed data. The method used is descriptive. According to Nazir (2011:54) descriptive study aimed to describe a

condition or system of thought systematically, accurately, and factually related to the facts, nature, and the relationship between phenomena.

RESULT

Brain Based Thematic Learning Model

Based on data from the trial results demonstrate the feasibility of Brain Based Thematic Learning Model that developed very valid according to expert learning technology with the level of validity of 93.57%, effective in achieving the learning objectives with the level of effectiveness of 94.95%, and practically implemented in learning at school according to the user / teacher so that these models can be used without a revision to the level of practicality of 91.09%. To be able to understand more clearly the following diagram feasibility of the resulting model.

Development of Teachers and Book Student Book-Based Multiple Intelligences

Based on data from the results of testing the viability of a book teacher and student book shows that the average level of feasibility by 88%, 91% degree of usefulness and effectiveness level of 92%. Here's exposure test results book teachers and students in more detail.

Table 1. Results of Field Trial Book-Based on Teacher and Student Books MI, JL and KL

No	Trial	Result of Achievement (Percentage/ Value)			Max. Score	Percentage
		Implementation (K1)	Expediency (K2)	Effectiveness (K3)		
1	UCSP	81% / 137	84% / 67	87% / 87	K1 : 168	**84%**
2	UCSK	86% / 145	91% / 73	91% / 91	K2 : 80	**89%**
3	UCL	97% / 163	99% / 79	95% / 95	K3 : 100	**97%**
Average		**88%**	**91%**	**92%**		**90%**

Analysis Indonesian Loads and Loads Characters in Textbooks for Fourth Grade Revised Edition 2014

Thematic material structures textbook theme 1

Material Structure	Result
SB.1	A series of student activities displayed via the four language skills
SB.2	Four sub learning of them directed trial events and text without any form of prior observations
SB.3	The activities carried out in stages in accordance with a scientific approach

Indonesian loads linkages with other subjects charge

Material Structure	Result
SB.1	Indonesian Loads looks to be the prince in every sub-learning
SB.2	Featuring Indonesian loads into the early introduction SB2 form of solicitation within each sub-study
SB.3	Shown that Indonesian loads can be important part on the subs learning

Loads development of character values

Material Structure	Result
SB.1	Found 8 pieces of discourse intact, entirely in the form of a monologue with details of charges including religious character, hard working, creative, recognize excellence, independence, patriotism, democracy, discipline, love reading and responsibilities.
SB.2	Discourse in this book consists of 3 pieces, almost all discourse include as the discourse monologue. With details of charges of religious character, hard working, creative, recognize excellence and responsibility.
SB.3	Whole discourse presented in the book amounted to 6 pieces of discourse monologue. In terms of value-laden character found religious values, hard work, honesty, discipline, independence, responsibility, social care, friends / communicative, creative, environmental care, love peace, curiosity, tolerance, love reading and reward achievement.

Student's Perceptions on Thematic Learning Climate in Class IV B State Elementary School Percobaan I Malang

Perceptions of students towards the implementation of the thematic learning

First, the expression of the minds of students against learning thematic material. Based on the analysis of data compiled interpretation that the charge material that much and the composition of the material is less compact can make students feel it difficult to understand the learning material thematic while the illustrations in teaching materials, preparation of student learning and skilled teachers explain the learning material makes the students find it easy to understand the learning material thematic.

Second, the expression of the minds of students to the theme of learning. Based on the analysis of data, compiled interpretation that the theme of learning about the ideals, the natural beauty of my country, and culture of Indonesia can make students acquire the significance of learning. These themes can help students understand thematic learning because it can bring schemata and imaginative power that they have and then put them in understanding and to preserve it in the form of meanings.

Third, the expression of their feeling towards the implementation of the thematic learning. Based on the analysis of data compiled interpretation that the application of scientific approaches, learning interspersed with humor, and the group study method can make students feel happy to follow the thematic learning.

Fourth, an expression of their feeling against the application of authentic assessment. Based on the analysis of data compiled interpretation that the application of authentic assessment that includes peer assessment, assessment of the overall task, while following the assessment of the attitude of learning, and assessment of the current skills when trial and presentation in the classroom can make students more motivated.

Perception of students to the arrangement of the physical environment of learning

First, expression of feelings and attitudes towards structuring the physical environment of learning. Based on the analysis of data compiled interpretation that the class clean, good classroom lighting, ergonomic desk chair, seating arrangements are varied, a comfortable room temperature (around 25-28ºC), the chant of instrumental music, and a low noise level classes can make students feel comfortable following thematic learning. Second, the expression of thoughts and attitudes of the students towards the sentence poster. Based on the analysis of data compiled interpretation that posters with simple words such as "turn off the fan when not in use", "my classroom clean my classroom healthy" and "diligent base clever" can be lived students as a motivation to behave more frugal, keep clean, diligent and confident. While the poster containing abstract sentences like "learning outcomes is change" can not be internalized by students.

Perceptions of students towards structuring the social environment of learning

First, expression of feelings and attitudes of students towards classroom discipline. Based on the analysis of data compiled interpretation that the order class prepared jointly between students and teachers with respect to the schedule of classes, students' attitudes when learning, and forms of punishment that is instructive form of punishment can make students more disciplined in following the learning in the classroom.

Second, expression of feelings and attitudes towards the interaction of students. Based on the analysis of data compiled interpretation that interaction students are well marked

with mutual help as provide an explanation regarding the material to friends who do not understand and lend equipment to learn can make students feel happy and confident in the following study.

Third, expression of feelings and attitudes toward student-teacher interaction. Based on the analysis of data compiled interpretation that the student-teacher interaction that is familiar indicated by none of the students who feel fear when asked difficulty learning to teachers, teacher humorous attitude and always gives motivation to students can make students feel comfortable following study.

Fourth, the expression of feelings of students to the student-parent interaction. Based on the analysis of data compiled interpretation that the interaction student-parents are well marked with the accompaniment of learning at home can make students feel comfortable when he joined in the classroom.

Character Learning Implementation in SD Taman Harapan Malang

Implementation of learning through cultural character of the school

Implementation of learning through cultural character Hope Park elementary school in Malang can be done through the arrangement of the physical environment of schools and the development of school culture. The physical arrangement of the school is divided into structuring the school yard, school space arrangement, and management of facilities and infrastructure. In the arrangement of the school yard, found a lot of trees shrubs lush, manicured, and arranged so that the page is shady, often found bins making it easier for students to dispose of waste that produces a clean school grounds and school grounds that are free from the presence of dangerous animals. Around the school yard there is also a lot of posters which contain a call to keep the environment clean.

In a classroom setting, the teacher uses the arrangement of seats in the classical style, every month held rolling bench, class room is clean and comfortable, the walls of the classroom are used to attach the students' work, light enough, has the air cool and fresh, not noisy, has a lot of learning resources (eg examples of goods sold in the market and reading corner), and installed a wide range of poster or slogan. Teachers also do a rolling bench every single month so that students do not get bored, but for students, who are slow to learn, love to make noise, and wear glasses come rolling but remained seated in the front row. SD Taman Harapan Malang has good infrastructure and complete infrastructure. Good management and function well, it's just better for improved library services.

In addition to the physical arrangement in supporting the development of positive character of students, elementary Taman Harapan Malang also use habituation to develop positive character of students, habituation include (1) the provision of exemplary embodied by greeting each meet a teacher, comply with the order, and carry out the task picket, advice to be honest in doing replications, and independent advice to the task and carry bag; (2) habituation routine realized by lining up before entering the classroom, to pray before and after the lesson, ask permission if you want to go to the bathroom, say thank you, cut nails, reading, praying before meals, and write notes; (3) habituation programmed realized by the implementation of activities Friday flag ceremony and clean, better on habituation programmed coupled with honesty canteen program; (4) habituation spontaneously manifested by the facility of finding lost items and sang chants class; (5)

habituation specifically manifested with the activities of the teachers and students to help in the activities of the celebration of religious holidays other, and (6) implementation of religious education in schools is done jointly in accordance with the schedule of religious instruction each class and occupy space according to their respective religion.

Implementation of learning the characters in extracurricular activities

SD Taman Harapan Malang has 2 types of extracurricular, namely compulsory extracurricular and options extracurricular. Extracurricular activities developed in these schools is Mandarin, English, computer, and scouts, singing, marching band, painting, musical, dance, and karate. The purpose of the extracurricular activities in elementary Malang Taman Harapan is to accommodate the talent and interest in the arts and sports, invigorate the skills and knowledge of both general knowledge and science and technology, and develop in line with the learning activities. To support and optimize the implementation of learning the characters through extracurricular activities, need guide arranged extracurricular activities to develop students' character. At this extracurricular activity, students are encouraged to practice directly the activities directed to the formation of the desired character.

Public participation in learning character

Public participation in SD Taman Harapan Malang divided into two, namely the participation of parents and community participation. Parent participation is realized in the form of participation in school events and classroom activities. Through school activities, counseling about learning the characters is done through meeting the new school year and making report cards. When meeting new school year is discussed about school programs, school discipline, curriculum, learning the character to do the elderly at home, and in this meeting the principal always insist on parents to always familiarize their children to always be disciplined, self-reliant, have a sense of responsibility, and have compassion. Participation of parents also appeared on the learning process as providing the required media in learning and parents are also involved in making student assignments.

In addition parents are also involved in the formation of the student's character, for example, religious attitude and independence of the student. In the establishment of these two characters, each of the parents is given a form that is filled parents if the student has engaged in activities in the form. One of the learning programs at the school which is the proposal of the parents is the "day care". The program is set up schools at the request of parents; especially parents who are busy working and this program can be followed from students in grade 1 to grade 6. The activities carried out in day care after school students are doing homework, lunch, extra lessons, nap, and lessons learned for the next day.

Learning characters are also supported by the community or surrounding agencies, such as immunizations and UKS procurement carried out by the nearest health center. Every six months the health centers conduct regular health checks for students.

Student Characters of SD Taman Harapan Malang Students Looks

The successful implementation of learning characters in SD Taman Harapan Malang can be seen from the positive traits that emerge from students through programs or habituation undertaken by the school. Positive characters from student of SD Taman

Harapan Malang appear is religious, tolerance, democratic, curiosity, hard work, love reading, care for the environment, social care, discipline, honest and independent, patriotism and national spirit, recognize excellence, friendship / communicative, peace-loving, creative, and responsibility.

DISCUSSION

Thematic Learning Implementation can Achieve Learning Objectives and Improve Results of Learning of Elementary School Student

Research conducted resulted in the finding that the thematic learning has proven to be highly effective in achieving various learning objectives targeted; the ability for the application is high and very efficient.

This is supported by a statement Mulyasa (2006:218), states that learning is developed should support the achievement of competence.

Implementation of Thematic Learning can Improve Activeness of Elementary Student

Research A'yun (2015), resulted in the finding that through the use of thematic teaching materials to make students become more active and more enthusiastic students participating in learning activities. Variety of activities or learning activities such as singing, playing a game inside and outside the classroom, watching the video, interviews, observing the environment, in groups, in pairs, to make students participate in each learning activity. Students compete to be the most active in learning. The findings are in line with the opinion of Semiawan (2008:73), namely, thematic learning not only pay attention to the cognitive, but also more emphasis on student involvement in learning. Mulyasa (2013:69) also revealed that the implementation of active learning can create a conducive atmosphere.

Implementation of Thematic Learning Can Improve Confidence of Elementary Students

The results showed that the thematic learning can foster confidence in students, are accustomed to each other to express an opinion without hesitation in group discussion activities, conduct interviews, presented the results of the work, asks the teacher, as well as providing an assessment of the work of friends. Such findings are consistent with the opinion of Akbar (2012:29), stating thematic learning the ideal is a learning system which allows students either individually or in groups actively seek, explore and discover concepts/principles of science in a holistic, meaningful and authentic with a specific theme.

Thematic Learning can Creates Exciting Atmosphere

Research that has been conducted resulted in the finding that students can learn with a comfortable and enjoyable through thematic learning, students learn without any pressure or threat of teacher or learning environment, students feel bored with activities varied, so students always looked forward to what activities would do next, the students enjoyed being in the learning activities to be reluctant to end the learning activities, and students were given the opportunity to explore the capabilities. Some methods of learning fun, which is through playing, singing, group discussions, and watch videos and movies so that students seem very enthusiastic in participating in learning. Such findings are consistent with the opinion of Akbar (2012:29), stating thematic learning the ideal is a learning system which allows students either individually or in groups actively seek,

explore and discover concepts/principles of science in a holistic, meaningful and authentic with a specific theme.

Thematic Learning can Develop Creativity of Elementary Students

Based on research that has been done it is found that the thematic learning oriented certain themes and to bridge a variety of subjects to foster the creativity of the students. Students are given discretion in learning, so that students can find themselves connectedness of concepts in a subject matter. Thematic learning which contains a variety of learning activities are able to provide opportunities for students to be creative in accordance with the capabilities. In addition, through the themes of learning can help students understand thematic learning because it can bring schemata and imaginative abilities they have and then put them in understanding and to preserve it in the form of meanings.

The findings are in accordance with the opinion of Rusman (2010:252), which explains that the learning process is not just memorizing facts and concepts, but trying to connect the concepts into a full understanding. The concepts of connectedness are then applied in thematic learning. It was described by Rusman (2010:84), that the thematic learning can make students see the relationships meaningful due to the content or learning materials to act more as a means or a tool, not an end.

Thematic Learning Implementation able to Develop all Intelligences and Competences of Elementary Students

Research carried out has resulted in findings through thematic learning, can develop students' Multiple Intelligences is balanced. This is evidenced by the students using at least 7 of the 8 types of intelligence in learning. These eight types of intelligences are linguistic, logical-mathematical, kinesthetic, intrapersonal, interpersonal, naturalistic, musical, and visual-spatial. The findings are consistent with the statement put forward by Hanurawan (2007), stated that through the understanding of multiple intelligences, teachers realize that students have varying potentials to be developed, making it possible to balance all types of intelligence that is in the students. In addition, it is explained that by balancing the other less intelligence possessed or preferred by the students, the teacher can actualize or develop any intelligence becomes more balanced. In addition, Armstrong (2009:69), also indicate if the MI theory can be applied in thematic learning, it will be used as a way to ensure that the activities are selected in a theme will enable the intelligence which may still be hidden in students.

Thematic Learning able to Develop Good Character of Elementary Students

Research conducted resulted in the finding that through thematic learning can develop the characters of 18 characters. The character of which discipline, tolerance, hard work, creative, independent, communicative, develop curiosity, recognize excellence, environmental awareness, responsibility, friendship, love reading, democratic, social care, honest, religious, peace-loving, and love of the homeland in students. These findings are supported by the opinion Haryanto (2012), which states that character education is a planned effort to make the students familiar, caring, and the values that students behave as a perfect man, with the goal of character education is to improve the quality of implementation and the results of education in schools through the character formation of students as a whole, integrated, and balanced, appropriate competency standards. In addition Akbar (2011:10), reveal that character education is essentially an attempt to

internalize the process, deliver, sow, and develop good values in themselves participants so through the internalization of the values of kindness is expected to create good behavior.

CONCLUSIONS AND SUGGESTIONS

Conclusion

The feasibility of the model is based on three criteria: validity, effectiveness, and practicality. Level of validity Brain Based Thematic Learning Model in the amount of 93.57% with a very valid criteria, so it can be used without revision. Feasibility test the practicality of the product obtained in the form of a percentage of 94.95% with the criteria of very practical, so it can be used without revision. The effectiveness of the Thematic Brain Based Learning Model that is equal to 91.09% with the criteria of very effective, so that it can be used without revision. Based on these data it can be said that the development of Brain Based Thematic Learning Model already eligible/qualified.

The percentage of the validity of the product in the form of book-based teacher and student book Multiple Intelligences, Joyfull Learning, and the local advantages in the fourth grade my neighborhood Themes 92.5%. Percentage keterlaksanaan book teacher and student books were developed based on testing individual scale, small scale and limited scale of 88%. Further findings gained from the implementation of the pilot is a book teacher and student books were developed to overcome differences in the dominant tendency of intelligence possessed by each student. This is indicated by the percentage rate of expediency is 91%. On the individual scale trial success rate of learning (feasibility, usefulness and effectiveness) by 84%, on a small scale trial by 89% and on a limited scale trial of 97%. Based on the level of accuracy, feasibility, usefulness and effectiveness of this product is achieved, then a book teachers and students developed the book fit for use on a wide scale.

Based on the analysis of books thematic for Fourth grade revised edition 2014 conducted, the conclusion that the structure of the material in the book thematic class IV are in accordance with activities that include 5M (observe, to question, to reason, to try and communicate), seen in a series of activities contained in the book thematic as supporting the learning process. To linkages between loads Indonesian with a loads of other subjects showed that the charge Indonesian be a draft among other loads, as well as distributor charges other sciences so as to make the charge Indonesian be contextual, engaging, sparking creativity of students, and activate students in the learning process.

Making of students shows that climate lived thematic learning students are learning meaningful, comfortable, and fun. First, the climate thematic learning meaningful student internalized by organizing theme, content and learning materials are solid; preparation of teaching materials that are practical and attractive; use a scientific approach; use poster simple sentences; teaching skills of teachers; and the application of authentic assessment. Secondly, a comfortable climate thematic learning internalized students based on class clean; Good lighting class; Comfortable room temperature (ranging from 25º-28ºC); structuring and ergonomics seat; the use of instrumental music; low noise level classes; class order; and structuring the learning community (student-teacher-parent) who support the learning process. Third, the climate thematic learning fun internalized students based

on the use of scientific approaches, learning with interludes of humor, and a group learning method.

Learning the character through the learning process is done through the creation of RPP (lesson plan) characterized by clear, using thematic learning, using local content in the form of the local language, using cooperative learning model, the use of the subject matter as a medium to develop character values in students, and the development of character values through stories.

Suggestion

Based on the results of research and development Brain Based Thematic Learning Model has been implemented, it is suggested by the researchers to carry out some of the following. Based on the results of research and development of Brain Based Thematic Learning Model is recommended (1) using experimental designs with control class, (2) develop sub-themes of the other or as needed, (3) develop on other classes in order to obtain information about the feasibility of the model, (4) develop CD implementation of the model, so that teachers can understand the steps the model well, (5) develop in students the number of classes 20-25 in order to be more proportionate, (6) develop with more emphasis on quality than on quantity of learning materials, so that the allocation of time available can be utilized optimally, (7) develop a class that uses a system of subjects, (8) develop criteria teachers who understand the theory of multiple intelligences, and (9) developed by carried out by teachers who have teaching experience of at least 1 year in classroom with thematic learning system.

Based on the test results from the development of a book teacher and student books based on Multiple Intelligences, Joyfull Learning, and local excellence in class IV theme of my neighborhood, it is advisable for teachers to use the book teacher and student books based MI, JL and KL as a source of learning because it proved extremely valid in theory, have keterlaksanaan value, usefulness and effectiveness is very high in achieving learning goals. Based on the analysis of fourth grade textbook revised edition in 2014, it is advisable for the improvement of textbooks revised edition in 2014 to be more beneficial for teachers and students who use them.

Based on the results of research on thematic learning situation at SDN Percobaan 1 Malang, is recommended for: first, a teacher. Results of this study can be a reference material to achieve meaningful thematic learning climate, comfortable, and fun. Secondly, the researcher. Results of this study can be a reference material for further research. Third, education practitioners. The results can be consulted in order to provide facilities to the providers of basic education in order to realize meaningful thematic learning, comfortable, and fun for students.

Based on the results of research on the implementation of character education through thematic learning, it is advisable to: first, the head of the National Education Department of Malang. Based on the results of these studies suggested to the National Education Department of Malang to conduct training on the implementation of learning the characters through thematic learning for all primary school teachers in their respective areas through the Teachers Working Group (KKG). Results of this study can be used as key information in developing the planning and implementation of learning that can foster good character in students. Second, the teacher. The results could be used as a reference in the use of operational methods, models, and learning media used in the learning process to develop good character in students. In addition, it is suggested for further research to apply the scale and focus of more extensive research. ✍

References

A'yun, Iffah Qurrotul. 2015. *Pengembangan Brain Based Thematic Learning Model di Kelas IV Sekolah Dasar*. Universitas Negeri Malang. Unpublished thesis.

Afrianto, Irawan. 2011. *Collaborative Learning System Sebuah Alternatif Konten C-Generation dan Flagship Detiknas*. Science Magazine of UNIKOM. Vol. 8 No. 1.

Akbar, Sa'dun & Sriwiyana, Hadi. 2011. *Pengembangan Kurikulum dan Pembelajaran Ilmu Pengetahuan Sosial*. Yogyakarta: Cipta Media.

Akbar, Sa'dun. 2013. *Instrumen Perangkat Pembelajaran*. Bandung: PT.Remaja Rosdakarya.

Armstrong, Thomas. 2009. *Multiple Intelligences in The Classroom*. Alexandria: ASCD.

Dick, W., Carey, L., & Carey, J.O. 2009. *The Systematic Design of Intruction (Seventh Edition).* New Jersey: Pearson.

Ferisa, Dina. 2015. *Analisis Muatan Bahasa Indonesia dan Muatan Karakter dalam Buku Pelajaran untuk Kelas IV Edisi Revisi 2014*. Universitas Negeri Malang. Unpublished thesis.

Hanurawan, Fattah. 2007. *Karakteristik Psikologi Siswa dan Pengembangan Metode Pengajaran. Jurnal Pendidikan Nilai*. 14th years, Nomor 2, November 2007, pages 92-100.

Haryanto. 2012. *Pendidikan Karakter Menurut Ki Hajar Dewantara. (Online)* (http://staff.uny.ac.id /sites/default/files/131656343).pdf), accessed on 1 Juli 2014.

Kamanitra, R. P. S. 2015. *Pelaksanaan Pembelajaran Karakter di SD Taman Harapan Malang*. Universitas Negeri Malang. Unpublished thesis.

Mulyasa, Enco. 2006. *Kurikulum Tingkat Satuan Pendidikan*. Bandung: Remaja Rosda Karya.

Mulyasa. 2013. *Pengembangan dan Implementasi Kurikulum 2013*. Bandung: Rosdakarya.

Permen Nomor 71 tahun 2013 Tentang Buku Teks Pelajaran dan Buku Panduan Guru untuk Pendidikan Dasar dan Menengah.

Prastowo, Andi. 2013. *Pengembangan Bahan Ajar Tematik*. Yogyakarta: Diva Press.

Rusman. 2010. *Model-Model Pembelajaran: Mengembangkan Profesionalisme Guru.* Jakarta: PT Raja Grafindo Persada.

Satriyani, Febrianti Yuli. 2015. *Pengembangan Buku Guru dan Buku Siswa Berbasis Multiple Intelligences, Joyfull Learning, dan Keunggulan Lokal pada Kelas IV Tema Daerah Tempat Tinggalku*. Universitas Negeri Malang. Unpublished thesis.

Semiawan, C.R. 2008. *Belajar dan Pembelajaran Prsekolah Dasar*. Jakarta: Indeks.

Sugiyono. 2010. *Metode Penelitian Pendidikan.* Bandung: Alfabeta.

Undang-undang Sistem Pendidikan Nasional years 2003.

Widodo, Wahyu. 2015. *Pemaknaan Siswa Terhadap Iklim Pembelajaran Tematik di Kelas IV B Sekolah Dasar Negeri Percobaan 1 Malang*. Universitas Negeri Malang. Unpublished thesis.

THE HISTORICAL SIGNIFICANCE INSTRUCTIONAL STRATEGY: A WAY TO FACILITATE SMA STUDENTS' HISTORICAL THINKING

Susanto Yunus Alfian
SMAN 1 Sumberpucung, Malang
Email: susantoyunusalfian@yahoo.com

Abstract: According to 2013 Indonesia History Curriculum, the twelfth graders must have evaluation competencies. The students must be able to evaluate. Based on the context, the thesis is that the historical significance instructional strategy can facilitate the students to evaluate historical events. This article discusses what historical significance is and how to teach it. It is one of the elements of historical thinking. Historical significance remains a complex concept that students can usually find difficult to grasp. This paper discusses what historians have addressed questions of significance by employing a set of at least five disciplinary criteria: importance, profundity, durability, quantity, and relevance. Beside discussing the criteria, it is also important to describe the aspects of historical significance which consist of chronology, context, causation and contingency. How to implement the historical significance instructional strategy in classroom is presented.

Keywords: historical thinking, historical significance, historical significant elements, historical significance aspects, historical significance instructional strategy

According to 2013 Indonesia History Curriculum, the twelfth graders must have evaluation competencies. The students must be able to evaluate. The students must be facilitated to be able to evaluate. It means that instructional design emphasizes the evaluation activity. They must learn to evalute what our national figures have done. Students must know what our historical figures had contributed to our nation. They must understand how great they hade done must be known by the students. According to Anderson *et al* (2001) evaluating constitutes higher cognitive process. Based on the context, the thesis is that the historical significance instructional strategy can facilitate the students to evaluate historical events.

It is difficult for the students to understand historical significance. Here, there are three difficulties students may face when approaching the concept (Foo, 2014). Firstly, students do not usually have enough knowledge and do not understand the past in order to make claims about the historical significance of events in the past. Secondly, and as a consequence of the first, it is difficult for the students to find the meaning of the past which is based on the present. Finally, given the subjective, context-dependent nature of significance in history, it is not easy for students to make the criteria to guide the significance of historical events.

The significance of any particular persons, organisations, institutions or events is derived from how it fits into a larger narrative, and, ultimately, how the historian (or student) relates to that narrative (i.e., what the narrative means to him or her). Although many factors shape how an individual (whether an historian, or student, or anyone else) ascribes significance to historical events (e.g., knowledge of the subject matter, interest, past experiences, familial influences, type of narrative in which the person situates the event) a few studies have demonstrated that an important and thus far underresearched influence on ascriptions of historical significance is identity.

For historians, what historically significant is not fixed or linked to a particular set of events/individuals but rather it reflects the ongoing concerns, problems and questions that contemporary historians put to the past. What is seen as significant in the past is likely to

change over time and establishing a consequence over what is significant is a challenge as students, teachers and historians typically view the past through their own cultural, ethnic and social framework. Historians examine continuity and change, determine causation, contextualize, test claims and create arguments based on evidence (Lee & Coughlin, 2011). To determine historical significance, it addresses the process and the product. The process needs disciplinary skills. The product contributes to the development of history.

I would like to propose a coherent method for teaching historical significance in an SMA history subjectmatter. Employing this framework in the classroom will improve the students' historical thinking. Their historical thinking activity can improve their argument production. For those, first, this paper introduces the historical significance. Secon, it discusses its criteria. Third, it discusses its elements. In the last, I offer an examplary instructional strategy.

CRITERIA OF HISTORICAL SIGNIFICANCE

Historians have addressed questions of significance by employing a set of at least five disciplinary criteria (Phillips, 2002; Phillips in Levesque, 2005). First is importance. The importance concern with the degree to which the phenomenon was important to people in the past. It refers to what was considered of primary influence or concern to those who lived the event, irrespective of whether their judgements about the importance of the event was subsequently shown to be justified. Key importance questions include: Who were/have been affected by the event? Why was it important to them? How were people's lives affected?

Second is profundity. The profundity refers to how deeply people were/have been affected by the event. It concerns with the extent to which people's lives were affected by the phenomenon Key profundity questions include: Was the event superficial or deeply affecting? How were people's lives affected?; Third is quantity. The quantity concerns with how many people were affected by the phenomenon. It refers to the number of people affected by the event. Key quantity question includes: Did the event affect many, everyone, just a few?; Fourth is durability. The durability concerns with how long people's liveswere affected by the phenomenon. It refers to how long were people affected by the event. Key durability questions include: How durable was the event in time? Was the event lasting or only ephemeral?; and and the last is relevance. The relevance concerns with how past events ordevelopments help us understand contemporary life. It refers to the extent to which the event has contributed to historical understanding or meaning-making supported by evidence. Comparisons and analogies are more complex and lead to better appreciation of the past. Key relevance questions include: Is the event relevant to our understanding of the past and/or present? Does the event have a sense or signification to us?

The Elements of Historical Significance

To understand historical significance, we need to dig the aspects of chronology, context, causation and contingency (Metzger, 2010). Overall, if we take chronology, context, causation, and contingency together, a sense of historical significance is the product. The four aspects are described below.

The first component or aspect of the historical significance is chronology. Chronology is the most important component in order to understand history. Choronology constitutes the order of past events in relation to each other and broader historical forces. For a long time, schools have asked students to learn (even memorize) the dates of important events. The "timeline" of names and dates along a linear axis is a perennial favorite classroom activity. dates and timelines can be useful, but only to the extent that they help learners visualize the order of and connections between distinct but related events. When lessons do not connect disparate events to broader historical movements and thematic issues, students may flounder in a sea of names and dates whose collective importance remains obscure to them, with the result that their understanding comes to emphasize the merely consecutive over the interconnected. In this sense, chronology is a tool to be used to help students gain a broader vantage point for seeing historical events. There is little value in rote memorization of chronology divorced from application.

It will be meaningful to engage with chronology, if students can construct deep timelines—as long as the depth and complexity are kept to an age appropriate extent. Rather than a line of discrete, seemingly unrelated events, a deep timeline incorporates descriptive information of major contributing forces or turning points to a thematic issue (such as "liberal democracy period). A deep timeline also should have more than one axis, incorporating multiple regions or time frames. For example, a deep timeline around our proclamation could have an axis for broader social developments in Indonesian national movement as well as an axis for events in Indonesia.

The second component is context. Building on this broad view of important, interconnected chronology is another essential element in understanding history—context. This refers to interrelated background conditions (social, economic, political, military) that influence, provide meaning for, and explain specific cultures and eras—in other words, the unique characteristics and circumstances that define a place or period. Without considering context, a natural reflex for students is to dismiss people in the past as just stupid, evil, or somehow defective compared to us today. important contextual information helps inform why a society operated the way it did. Rigorous historical understanding, though, depends on manageably using important (and accurate) contextual details to explain historical periods and events. All of these contextual details play an important role in helping students understanding what Proclamation is and why it was created. Notice how much of this context ties closely to the richer consideration of chronology above. These two essential elements operate most profitably in close proximity.

The context can be explored more richly by analyzing Magna Carta itself as a primary document. Specific language, terms, and rhetoric recorded in the charter reflect particular societal factors and conditions. After being prepared by their teacher to understand terms like afforestation, wardship in the king's gift, reliefs, and mercenaries, students could look for them in the document and interpret how they are used and why.

The third component is causation. Chronology and context together pave the way for the most complex essential element in understanding history—causation, the chain of events or connected influences that shape or cause particular historical outcomes. in a nutshell, causation addresses the question, "Why did the past happen the way that it did?" lessons that do not consider causation only ask students to memorize that history

happened—not to learn how or why. Meaningful learning about history suffers without examining the how and why behind major movements and turning points. Causation inherently focuses on "big picture" issues in history. It is needed especially by teachers who work with young learners. It is not easy for children to study complicated subject matter and do more than memorizing one right answer. Hence, teaching causation requires that teachers provide careful support for student thinking and model what it looks like to explore how and why the past events happened.

Teachers can organize discussions on an issue of significance. For example, "Why did Indonesia Indipendence Proclamation happened, and what were its effects in the Dutch colonial governement and since? And what were the effects to Indonesian society?" Using content knowledge learned, students would prepare responses, take turns sharing them in their discussions, and respond to each other's interpretations. The teacher would need to circulate, for instance, among the students-run panel discussion, supporting students to share their ideas, encouraging the listeners to offer responses, and rewarding students who participate actively and constructively. In this practice, the students answer the questions, respond to other interpretations. The teacher gives the turns to the students to respond the others, and the appreciation to them.

The fourth component is contingency. Closely related to causation is contingency, the possibility that history did not have to turn out the way it did, that different conditions or events could have led to radically different outcomes. "Contingent" interpretations of the past ask "what if things had been different?" imagined alterative historical outcomes (called "counterfactuals") provide a different way of thinking about causation, looking at factors and causes from the other direction. Of course, it is important not to get carried away and turn this into a fantasy game. Certain historical forces and details (the context) could not have been different. Contingent thinking about the past is best when it explores what realistically could have been different and how those differences might have led to alternative outcomes and long-term developments.

Contingency can be experienced in a "counterfactual" simulation—coming up with alternative historical possibilities and reasons why they could have been likely. Teachers can break classes up into small teams, each tasked with creating an alternative "story" for 1945 in Indonesian and developing a list of reasons why it is plausible. These counterfactuals can also be illustrated in poster projects and shared with the whole class. Once all counterfactuals are presented, the different teams can take turns asking questions of each other about the reasonableness of the alternative stories. each team would need to use learned content knowledge to point out possible weaknesses or to support the plausibility of the alternative counterfactuals.

The Strategies Which are suitable for Teaching Historical Significance

Barton & Levstik (1998) asked students to evaluate significance in American history. The students were given a task which reguired them to choose from among a set of twenty historical pictures and they were given a set of broader questions disigned to explore their understanding of historical significance. They were asked to explain and work in groups. Once they choose some pictures and place them in order, the teacher asked them to explain each of their choices. Then the teacher probes students' responses in order to explore more fully the reasoning behind their answers.

The students study one of pre-selected persons and events. They determine their significance based on various criteria. Then they present to the class. To teach historical significance, the focus is on the students' ideas about what is significant and why and how this relate to social, cultural and political factors. Teachers usually develops lesson units which are focused on the questions of which persons or events were most important for the development of Indonesia history. The activities the students do include group work, discussion and writing tasks.

The students can rank historical significance to evaluate more than one person or events. We may have students compare the Liberal Democracy Period and the Guided Democracy Period. In groups, we can ask them to rank the persons or events' significance and to share their rankings with the class. This activity focuses on the reasons they give for their rankings. It is not directed to reach a common conclusion. They are asked to use criteria and evidence. They are asked to choose powerful and relevant pieces of evidence to support their justification. They are asked to select accurate and relevant evidence. And of course they are asked to consider the criteria.

AN EXAMPLARY MODEL FOR TEACHING THE HISTORICAL SIGNIFICANCE

This lesson introduced students the historical significance. The students wrestled with historical analysis. The students should create arguments about why they choose the most important figure in the Liberal Democracy Period. They should find evidences from the textbook. The evidences address the actions of the figures. The Basic Competency for this lesson is "Evaluating the social, economic and political development of the Liberal Democracy Period." The basic competency originated from the regulation of the ministry of education and culuture of Republic of Indonesia No. 69, 2013 about basic frame and curriculum structure of high school. And Learning Goals are that the students will be able to: signify the historical figures. Grade Level for this lesson is 12th students of SMA (Sekolah Menengah Atas/Senior High School).

The teacher introduced the aspects of historical significance. The first is an event, person, institution, organisation or development of the past that results in a change of deep consequences for many people over a long period of time. And the second is that the event, person, institution, organisation or development of the past should light on enduring or emerging issues in history and contemporary life or was important at some stage in history within the collective memory of a group or groups.

The learning process can be described as follows. Student should do predetermined tasks. First, the choose one of the organisations in a given time period of Indonesia Liberal Democracy. Second, explain what made the figures significant. And the last, they identify and explain differences in significance over time. Student will be able to: (1) Demonstrate how a figure is significant; either by showing how it is embedded in a larger, meaningful narrative or by showing how it sheds light on an enduring or emerging issue and (2) they explain how and why historical significance varies over time. The inquiry activity involves that the students take on the role of historians to determine, for instance the three most significant figures in the Liberal Democracy Period. In small groups, they examine a series of images (e.g: photographs, documents) representing a

variety of the figures, try to reach a concensus on the three most important, and justify their selections.

The instructional strategy can be described as follows: (1)Teacher prepares sets of 10-20 images (e.g.: photographs, documents) representing the Liberal Democracy Period. Each image should have a short caption to provide contextual information about the image. (2) In small groups, students examine the set of 10-20 images. They discuss the collection and reach a concensus about the 3 most significant figures. Students explain the reasons for their selection. (3) Groups reconsider their selection based on the guiding questions provided below, and confirm or revise their list of the 3 most significant figures. (4) Groups report to the class and explain their selection of the 3 most significant figures. Comparisons are made. And (5) Individual students choose one of the 3 most significant figures selected by their group for detailed analysis using the guiding questions provided below.

We can prepare some questions to guide the student activities. The guiding Questions are: (1) Is the figure historically significant? If so, Why? (2) Who considers the figures significant, and why? (3) What do historians say about the significance of the figures? Do they agree or disagree (cite sources)? (4) What factors determine the historical significance of the figures? (5) What is the role of the media in establishing the historical significance of the figures? (6) Does an figure need to be dramatic in order to be sifnificant? Explain your response. (7) Did the figure has long term consequences? Are the effects of the figures still evident in some ways today? (8) Does this figure uncover or reveal something surprising or unique about the past? (9) Has this figure been officially recognized by groups, organisations, or governement as being significant? Describe various forms of recognition of the historical importance of the figures (e.g: statues, street names, plaques, special days, museums, aniversary day, etc). Do you think these forms of recognition are valuable? Explain your response. And (10) Do you think that this figures should be officially recognized as having historical significance? Why or why not? How should these figures be recognized?

The strategy has some betternesses. Students can be actively engaged in historical reasoning. The students' reasoning might be as follows. They compare persons or events. They evaluate the persons and the events. And they explain too. When they reason, they use substantive concepts and metaconcepts (for examples: change and causation). They also discuss the various criteria to determine historical significance. When the students write an essay, the essay might be of good quality. They use the criteria in their essay. They can mention more persons in the stories they have written.

CONCLUSIONS

Implementing some topics of contemporary Indonesia history in the classroom with an eye toward historical significance has the potential to reach the requirement of the 2013 recent curriculum. The curriculum urges the students to evaluate. Historical significance remains a complex concept that students can usually find difficult to grasp. The significance of any particular event is derived from how it fits into a larger narrative, and, ultimately, how the historian (or student, or member of the public) relates to that narrative (i.e., what the narrative means to him or her). To determine historical significance, it addresses the process (it needs disciplinary skills) and the product of

historical inquiry (it contributes to the development of the discipline of history). Disciplinary skills relate to the investigations of historical truth by applying the accepted principles of historical procedural knowledge. Historical inquiry products relate to, for example, students' historical narratives.

There are a set of criteria in determining historical significance. (1) Importance; it concern with the degree to which the phenomenon was important to people in the past. (2) Profundity, it refers to how deeply people were/have been affected by the event. (3) Quantity. It concerns with how many people were affected by the phenomenon. (4) Durability, it concerns with how long people's liveswere affected by the phenomenon. And (5) Relevance. It concerns with how past events ordevelopments help us understand contemporary life.

There are four elements of historical significance. (1) Chronology, it addresses the order of past events in relation to each other and broader historical forces. (2) Context, it refers to interrelated background conditions (social, economic, political, military) that influence, provide meaning for, and explain specific cultures and eras—in other words, the unique characteristics and circumstances that define a place or period. (3) Causation, it refers to the chain of events or connected influences that shape or cause particular historical outcomes. in a nutshell, causation addresses the question. And (4) Contingency, it concerns with the possibility that history did not have to turn out the way it did, that different conditions or events could have led to radically different outcomes.

I have proposed a coherent methodology for teaching historical significance in an high school history subjectmatter. The tasks of the students include: (1) choosing one or more of the figures in a given time period of Indonesia Liberal Democracy; (2) explaining what made the figures significant; and (3) identifying and explaining differences in significance over time. ✍

References

Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., & Pintrich, P. R. (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives (Completed edition).* New York: Longman.

Barton, K. C., & Levstik, L. S. (1998). "It wasn't a good part ofhistory" national identity and students' explanations of historical significance. *Teachers College Record , 99* (3), 478-513.

Foo, D. W. (2014). Students understanding of historical significance- a Singapore case study. *Dissertation* . The University of British Columbia.

Lee, M., & Coughlin, M. (2011). Developing teachers' ability to make claims about historical significance: a promising practice from a teaching American history grant program. *The History Teacher , 44* (3), 447-461.

Metzger, S. A. (2010). Magnacarta: teaching medieval topics for historical significance. *The History Teacher , 43* (3), 345-356.

Phillips, R. (2002). Historical significance- the forgotten key element? *Teaching History , 106*, 14-19.

EDUCATION QUALITY IMPROVEMENT EFFORTS IN PRIMARY AND MADRASAH THROUGH PARENT STUDENT PARTICIPATION

Raden Bambang Sumarsono
State University of Malang
Email: raden.bambang.fip@um.ac.id

Abstrak: This research aims to reveal (1) a wide variety of forms of participation of parents in improving the quality of education, (2) attempts education unit to enable the participation of parents in improving the quality of education, and (3) indicators of achievement of the quality of education based on participation parents. This type of research is a multi-case study using a qualitative approach. In this study, the researchers went to the field by using the technique of interview, observation or observation, and documentation. As for the location of the research include primary schools and madrasah both public and private in Malang who has had many achievements both academic and non-academic. This study uses data analysis techniques of constant comparative analysis. Based on the analysis, obtained the following results. *First*: there are various forms of participation of parents in improving the quality of education, including the development of learning, education finance, energy, thoughts/ideas, and the formation of associations of parents of students organizations. *Second*: the various efforts made by the education unit to enable the participation of parents in improving the quality of education, which are: create a program or school activity that is interesting and useful, providing a good service to students and parents, applying the principle of transparency in the management and segela accountability in the activities. *Third:* the achievement indicators for the quality of education based on the participation of parents, including academic achievement, non-academic achievement, learning, achievement and accomplishment institutionally educators.

Keywords: improving the quality of education, primary school, madrasah, parent participation

Education is a process of transformation of knowledge, attitudes, beliefs, skills and other aspects of behavior from one generation to the next. Considering education as a very important asset, then education should be organized with a good system and quality, as it has expressly stipulated in Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional Pasal 4 Ayat 1 stated that "pendidikan diselenggarakan sebagai satu kesatuan yang sistemik dengan sistem terbuka dan multimakna". Furthemor in, Pasal 5 Ayat 1 stated that "setiap warga negara mempunyai hak yang sama untuk memperoleh pendidikan yang bermutu".

The formulation of the quality of education is dynamic and can be analyzed from various viewpoints. The quality of education should be pursued to achieve the progress that is based on the planned change (Sagala, 2009). Rugaiyah (2012: 454) states "quality education is education that can give satisfaction even beyond the wishes and needs of education stakeholders". Meanwhile Unesco (2005) explains that the quality of education is a dynamic concept that changes and develops in accordance with the time and changes in the context of social, economic, and environment in place is concerned.

Basic education is a formal education is very strategic, given the underlying level of secondary education and further education (Sonhadji, 2013: 107). In the Undang Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional Pasal 17 Ayat (1) stated that "pendidikan dasar merupakan jenjang pendidikan yang melandasi pendidikan menengah". Furthemor in Ayat (2)) stated that "Pendidikan dasar berbentuk sekolah dasar (SD) dan madrasah ibtidaiyah (MI) atau bentuk lain yang sederajat serta sekolah menengah pertama (SMP) dan madrasah Tsanawiyah (MTs) atau bentuk lain yang sederajat". Given

the basic education (especially SD / MI) as the foundation for the next education level then it should need to be increased again towards the attainment of quality.

School quality, in this case the SD / MI is a school that is capable of functioning of all components of the school effectively and efficiently in order to create a conducive learning to achieve educational goals. Elementary Education/MI is the foundation or the major foundations that need attention in earnest, meaning to get the quality of higher education, must begin with the creation and establishment of SD/MI quality. This is in accordance with the opinion expressed by Tilaar (2000: 17), that "the quality of primary school education will be the formation of a further education (SLTP, SMA, and PT) solid and quality. In line with these opinions, Bafadal (2006: 20) states that:

> Primary school quality is a primary school that is able to function as containers educational process, the container process of socialization, and container transformation process, so as to usher students into an educated, have science and technology, including national culture that makes it ready to enter school later that junior high school or madrasah tsanawiyah.

This is in line with the formulation of a great vision of the Ministry of Education and Culture in 2025, which is to produce intelligent beings and competitive Indonesian (perfect man/man plenary). In order for this vision is achieved in accordance with the expectations of the central role of education should be maximized and laid out in a comprehensive manner starting from the laying of a solid foundation early on through education in SD/MI. If the education conditions are not addressed from the outset, undoubtedly vision of education in 2025 will not be achieved.

It is well known that, nationwide, quality education remains a crucial issue in this country. The issue of quality of education is still a major problem. Quality improvement program almost into every minister who sits on the Ministry of Education and Culture, but until now has not been completed. The quality of education has not been lifted and sits parallel to other states, most improperly in Southeast Asia or Asia (Soetopo, 2012: 3).

Directorate of Elementary Education and Culture Ministry in fact has made a map of the quality of education issues and challenges that can be used as the basis for making relevant policies. Map of the quality of education issues and challenges as presented Table 1.

Table 1. Map Education Quality Issues and Challenges

No.	Education Quality Problems	Challenges
1.	There are still many elementary school which organizes educational services under the SPM and SNP	1. Providing educational facilities according SPM and SNP 2. Develop the capacity of education personnel in the management of the education unit 3. Develop the capacity of educators in the development of learning systems
2.	Not optimal use of ICT in learning	1. Provide infrastructure ICT-based learning 2. Providing internet access 3. Provide ICT-based learning models 4. Developing the capacity of educators in ICT-based learning
3.	The lack of noble character formation of the child's character and creative in anticipating the negative impact of globalization	Revitalization of the times and learning systems integrated with character education

Source: Direktorat Pembinaan SD Kemdikbud (2012)

Problems and challenges above shows how education management requires a systematic pattern of handling and conditioning mature. Whereas the condition of the current education governance are less convincing, and requires hard work to get out of problems-problems that exist (Soetopo, 2012: 3).

Conditions such as these have been anticipated by the various authorities in order to guarantee good quality of education remains a local scale, national, and global. This is evidenced by the issuance of Undang-Undang Republik Indonesia Nomor 23 Tahun 2004 tentang Pemerintah Daerah, the authority in the management of basic education the greater given to district / city governments, educational unit level, as well as communities that include planning, implementation, monitoring and evaluation of the educational unit (Sonhadji, 2013). Furthermore Imron and Sumarsono (2013: 18) states, "one of the essences of regulation on decentralization and local autonomy in education is empowerment, opportunity, and freedom broad, tangible and accountable to regions and communities to organize and conduct the affairs of compulsory education ". For that all the necessary management of the school/madrasah effective.

Based on existing regulations, the provision of education is a shared responsibility between the government (in this case the school / madrasah), parents, and community. The third environment, in accordance with the functions and roles of each, should strive to increase the quality of education programs held optimally. Children will learn and grow in a family environment, school, and community.

From the exposure of the researchers to formulate some of the issues raised from this study are: (1) various forms of participation of parents in improving the quality of education, (2) attempts education unit to enable the participation of parents in improving the quality of education, and (3) indicators of achievement of quality education based on parent participation.

METHOD

The research design used by the researchers is a multi case study comparison (comparative case study). Multi comparative case study design in this study with reference of Bogdan and Biklen (2003) which states that “study two or more subjects, setting, or depositories of data they are usually doing what we call multi-case studies....others reseachers do comparative case study...show generalizability or diversity”.

In a research study design multi comparative case is done in two ways, namely (1) a single case study, namely descriptive study each case used as sabagai basis or foundation early in comparing with other, and (2) multi-case studies, namely a comparative study between the case, specialized in the research will be compared of the four cases examined, namely: SDN Kauman 1, SD Lab UM, MIN Malang 1, dan MI Khadijah.

As an illustration to clarify the description, the researchers tried to make a schematic or diagram as a visualization study design in Figure 1.

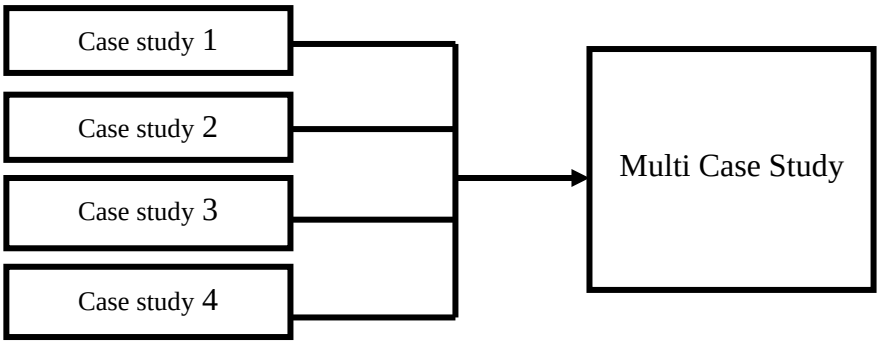


Figure 1 Study Design Multi Case Study with Two Kinds of Study (Case Single and Multi Case)

This research was conducted at the State Elementary School (SDN) Kauman 1 Elementary School Laboratory of the State University of Malang (SD Lab UM), Islamic Elementary Affairs (MIN) Malang 1, and the Islamic Elementary School (MI) Khadijah in Malang, who were identified as cases 1, case 2, case 3 and case 4. the characteristics of each study site are different from each other. The distance between the location of research with other research locations are relatively close together, and fit into one group.

The collection of data is an important stage in the study due to the acquisition of the data obtained in the field will be used in analyzing the results. There are several techniques used by researchers in this study, in-depth interviews, observation, and documentation.

This research data analysis using the constant comparative analysis techniques (constant comparative analysis) developed from Bogdan & Biklen. The use of this technique with the aim of finding a theory (grounded theory). To find the theory, researchers conducted studies with a long time, so it can be known events continuous monotonically (constant). In addition, the incidence of subjects studied more than one this is due to see the comparison. (Ulfatin, 2013).

Bogdan & Biklen (2003), imposes limits constant comparative analysis techniques (constant comparative analysis) as a model to apply a series of steps that take place simultaneously and analysis is always returned (turned) to the data collection phase. In real terms can be explained that the data analysis across cases conducted by researchers were: first, finding the data obtained from case 1 SDN Kauman 1 arranged categories and themes, analyzed inductively conceptually, made explanations narrative and structured in the form of propositions certain and developed into the theory of substantive 1.

Second, do the same thing as the first step to analyze the case 2 (SD Lab UM), 3 cases (MIN Malang 1), and 4 cases (MI Kahdijah). Third, at the final stage of the analysis carried out simultaneous to recommend and develop conceptions of comparison cases 1, 2, 3, and 4 systematically. From this analysis found similarities and differences in characteristics between the findings of three cases.

This latter analysis is intended to draw up a systematic conception based on data analysis and interpretation of theoretical narrative form of propositions which further cross case be used as material to develop substantive findings or theories in general.

RESULTS AND DISCUSSION

Variety of Forms Student Parent Participation in Improving the Quality of Education

The findings of the different forms of participation of parents in an effort to improve the quality of education in schools / madrasah of the four cases presented in the similarities and differences of each of the following cases.

1. Equation

Equality of participation of parents in improving the quality of education in the case of 1, 2, 3, and 4 lie in terms of: (a) aspects of the species, namely (1) helped organize, provide input or consideration of the program schools / madrasah, (2) provide good support in the form of thought, energy, facilities, and funds in the realization of the program, and (3) as a resource for learning; (b) the aspect of time, namely (1) according to the schedule / needs and Ramadan and Dzulhijah; (c) aspects of the areas of activity include: extracurricular activities, lessons, competitions, and the community of parents.

2. Difference

Differences in the form of parent participation in improving the quality of education in the case of 1, 2, 3, and 4 located in:

a) aspects of its kind, in the fourth case is different from case 1 mengkiriti program and its implementation; 2 cases of conducting school facilities and infrastructure and supports education funding; case 3 to give consideration and direction of the madrasah program planning, and monitoring and evaluation of program implementation madrassas; and in 4 cases were actively involved in the festival activities of Muslim children.

b) the aspect of time, namely at the beginning and end of the school year (case 1), the end of the school year (case 2), the beginning and end of the school year, and periodically (case 3). As for the case of 4 that is incidental.

c) aspects of the field of activity in the case 1 includes the donation of voluntary funding without bond and release of graduation, case 2 in the form of construction of a mosque and a school class outing, while that for the case 3 is a plan madrasah program, contact bina achievements, and designing the physical condition of class. For the case of four areas of activity of parent participation include new student, learning facilities, cluster competition, and implementation of Gema Dzulhijah.

Participation of parents as a concern in the administration of education in schools/madrasah by parents, manifested in a variety of forms. Participation by parents that include activities ranging from giving advice or criticism of the program school/madrasah to follow through with implementation.

Implementation of parent participation in the school takes place at the beginning and end of the school year, periodically, incidental, and scheduled. The field activities include matters relating to donations voluntary funding without bond, activity release of graduation, donations for the construction of the mosque school, the implementation of the outing class, plan a program madrasah, contact bina achievement, designing the physical condition of the classroom, a new student, learning tools, race groups, and implementation of Gema Dzulhijah.

Judging of its kind, the study's findings are consistent with that expressed by Ornstein and Levine (1985) that parents / guardians can be involved in planning and solving problems in the areas of curriculum or learning program, as well as policies concerning

student. Meanwhile Meanwhile, Olsen and Fuller (2004) revealed that the involvement and participation of parents can be interpreted as a form of participation of parents in order to help education in schools to develop learning and development of learners in order to improve the process and outcomes of education in schools.

The results also reinforce of the opinion Zamroni (2000) sorting forms of community participation (in which no parent) to the school into two; The first relates to efforts to mobilize funds and to two forms of participation in the activity of parents in ikiut thinking about school progress. In addition, the support of parents who are environmental inputs to the education process. In detail, such support can be realized in the form of: (a) the involvement of parents/guardians in making school development plan (strategic plan, operating plan, vision, mission, and objectives of the school), (b) the involvement of parents/guardians of students in the preparation school planning (RAPBS / RAKS), (c) the involvement of parents/guardians of students in the preparation and development of educational curriculum, (d) the involvement of parents/guardians in planning ketenagaa, (e) the participation of parents/guardians in planning student, (f) the participation of parents/guardians in the development of school facilities and infrastructure, and (g) the involvement of parents/guardians in the development of other programs (Depdiknas, 2002).

Education Unit Efforts to Empower Parents' Participation in Improving the Quality of Education

Attempts by the education unit to enable the participation of parents in improving the quality of education is done through the creation of a school environment that is conducive, which is realized through being friendly, open to suggestions or criticism from parents, be patient in serving students and parents, to empathize with the parents , the arrival of the parents to the school was greeted with warmth and familiarity, do not put a sour face, and say hello to the parents, accompanied by a smile.

Subsequent attempts to establish communication in intensity between the school/madrasah and the parents, through a committee meeting, the community of parents, books Contacts Development Achievement, and magazines School/Madrasah; involve parents in the implementation and supervision of school activities, in terms of preparing the implementation of school activities, and participate in supervising the activities of the school; apply the principles of transparency and accountability for the implementation of activities; make the program interesting and useful for the elderly, such as program studen day inclass and outclass, the involvement of parents in the socialization of Curriculum 2013, the anniversary of the school, as well as the commemoration day of the national and religious holidays; and develop a positive attitude to students and parents, which is embodied in the acknowledgments in the elderly who have participated, giving appreciation to students who excel, show a sense of caring for parents, applying the principle of trust which raised the confidence of parents, and improve the quality of services to students and parents.

Conditions parent participation in each unit of education need to be improved or continued effort toward better empowered again. It is intended to participate in improving the quality of education, because without the participation or the participation of the elderly quality of education will not be achieved. From the results of these studies showed

that education units to feel the importance of the involvement or participation of parents of school.

The findings of the study by Preedy (1993) showed that the involvement of parents / guardians of students in school activities positive effect on students' progress and development. Studies conducted other researchers also suggest that the involvement of parents or guardians are aspects that influence the effectiveness of the school. Meanwhile, the results of research Hewison & Tizard (1980) showed a correlation between the involvement of parents / guardians of students to achieve the results of reading high school students. The Murillo (2002) reported the results of effective school improvement research in Spain, that the involvement of parents/guardians of the students is very important to improve the quality of a school.

Thus the results of this study can be used as a reference by schools or madrassas to continue to work in empowering the participation of older people to improve the quality of education. When participation is greater then automatically the greater the sense of having parents/guardians of students to educational institutions. And in such circumstances, parents will naturally participate in monitoring, provide input, and even maintain continuity with a vengeance.

Based Quality Achievement Indicators Parent's Participation

The findings of the research on indicators of the quality of education attainment of the four cases known that there are some aspects in common and there are different from each other. Overall indicator of educational quality is indicated by the presence of the learning process, academic achievement, non-academic achievements through extracurricular activities, achievements achievements of teachers, and the institutional achievement. Achievement of the quality of the learning aspect is characterized by the application of innovative learning -aplikatif, berbasi learning information technology, and learning global perspective.

Indicators of quality achievement of aspects of academic achievement marked by student graduation rates, achievement test scores, and absorption of graduates in further education which is in junior high school or madrasah public or private tsanawiyah favorites. While aspects of the non-academic achievements, marked by race or match results on group level, municipal, provincial and national levels.

Research reports as has been the tersajikan, indicating that the characteristics of education or in this case the quality school is the learning outcomes, the achievement can be measured. Achievement is what most people associated with quality. Clarify the opinion of Hoy, et al (2000) that quality in education is a learning process that can improve the customer's desire to excel and be able to develop their talents, and in the same time to meet the standards set by the client. Danim (2006) explains that the quality of the learning process implies the ability to transform the educational resource multi input types and situations to achieve the degree of value is needed by the student. While the study results are considered qualified if it is able to bring academic excellence and extracurricular.

Meanwhile Kholis (2003) looked at the quality of education is not only focused on the development of academic achievement, but also develop the potential of psychological, physical, ethical, moral, religious, emotional, spiritual, adversity, and intelligence. Likewise Dagget (2005) states that the characteristics of quality school is a commitment to the expectations of high achievement, development instraksional is professionally

done, connect the experience outside of school with the learning in the classroom, learning is flexible and relevant, as well as supporting the relationship and communication with parents/guardians students and the community.

CONCLUSION

First, the form of parent participation in the Education Quality Improvement: (a) Parent participation in improving the quality of education includes such forms of activities ranging from giving advice or criticism of the program school / madrasah to follow through with implementation; (b) Implementation of the forms of participation of parents of school maupunj incidental take place on a scheduled basis; (c) Participation of parents in improving the quality of education with regard to the substance of the activities in the field of curriculum and teaching, personnel, finance, facilities, and student with the participation of physical and non-physical. Second, education Unit Efforts to Empower Parents' Participation in Improving the Quality of Education: (a) The creation of a conducive school climate; (b) Establish in the intensity of communication between parents and the educational unit; (c) Involve parents in the implementation and supervision of school activities; (c) Applying the principles of transparency and accountability for the implementation of activities; (d) Make the program interesting and useful for parents; and (e) Develop a positive attitude to students and parents. Third, based Quality Achievement Indicators Parent Participation: (a) The achievement of quality indicators based on parent participation include learning, academic achievement, non-academic achievements through extracurricular activities, achievements achievements of teachers, and the institutional achievement; (b) Indicators of achievement of the quality of the learning aspect is characterized by the application of innovative learning -aplicative, information technology-based learning, and learning global perspective; (c) Indicators of quality achievement of aspects of academic achievement marked by student graduation rates, achievement test scores, and absorption of graduates in further education which is in junior high school or madrasah public or private tsanawiyah favorites; (d) Indicators of achievement of the quality aspects of non-academic achievements are marked by race or match results at group level, municipal, provincial and national levels; (e) Indicators of quality achievement of aspects of teacher achievement achievements marked by the race results manufacture of props educational and academic qualifications of teachers are mostly qualified scholars and has been certified; and (f) Indicators of achievement of the quality of the institutional aspects of the achievement prestas ditndai the champion achieved at school race / madrasah. ✍

References

Bafadal, I. 2006. *Manajemen Peningkatan Mutu Sekolah Dasar dari Sentralisasi Menuju Desentralisasi*. Jakarta: Bumi Aksara.

Bogdan, R. C. & Biklen, S. K. 2003. *Qualitatif Research for Education (An Introduction to Theories and Methods) Four Edition.* Boston: Allyn & bacon, Inc.

Departemen Pendidikan Nasional. 2001. *Manajemen Peningkatan MutuBerbasis Sekolah; Buku I.* Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Departemen Pendidikan Nasional.

Dagget, W.R. 2005. *Successful School: From Research to Action Plants,* (Online), (http://www.ieadered. com/pdf/Successful%20School%20206-05.pdf), diakses 8 April 2015.

Danim, S. 2006. *Visi Baru Manajemen Sekolah.* Jakarta: Bumi Aksara.

Hewison, J. & Tizzard, J. 1980. Parental Involvement and Reading Attainment. *Britis Journal of Educational Psychology,* Vol. 50. Part 3, hlm. 209-215.

Hoy, C., Bayne-Jardine, C., & Wood, M. 2000. *Improving Quality in Education.* London: Falmer Press.

Imron, A. & Sumarsono, R.B. 2013. Manajemen Hubungan dan Partisipasi Masyarakat. *Bahan Ajar.* Malang: Jurusan Administrasi Pendidikan FIP UM.

Kholis, N. 2003. *Sekolah Unggul Yang Tidak Unggul,* (Online). (http://www.researchengines. com/nurkolis3.html), diakses 24 Oktober 2014.

Murillo, I. I. 2002. Good Effective School Improvement in Spain. *Educational Research and Evaluation.* Vol. 8 No.4, pp 387-410.

Olsen, G. & Fuller, M. L. 2003. *Home-School Relations: Working Successfully with Parent and Families.* (2nd ed). Boston: Allyn and Bacon.

Ornstein, A. C. & Levine, D. U. 1985. *An Introduction to the Foundations of Education*. Boston: Houghton Mifflin Company.

Preedy, M. (Ed). 1993. *Managing The Effective School.* London: The Open University.

Rugaiyah. 2012. Pengembangan Komptensi Kepala Sekolah dalam Meningkatkan Mutu Pendidikan. *Artikel dalam Prosiding International Conference Educational Management, Administration and Leadership.* Malang: Jurusan Administrasi Pendidikan.

Sagala, S. 2009. *Manajemen Strategik dalam Peningkatan Mutu Pendidikan.* Bandung: Alfabeta.

Soetopo, H. 2012. Tantangan dan Isu-Isu Pendidikan Nasional Serta Solusinya. *Artikel dalam Prosiding International Conference Educational Management, Administration and Leadership.* Malang: Jurusan Administrasi Pendidikan.

Sonhadji, A. 2013. *Manusia, Teknologi, dan Pendidikan Menuju Peradaban Baru*. Malang: Penerbit Universitas Negeri Malang (UM Press)

Ulfatin, N. 2013. *Metodologi Penelitian Kualitatif di Bidang Pendidikan: Teori dan Aplikasinya*. Malang: Banyumedia Publishing.

Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional. Bandung: Citra Umbara.

Undang-Undang Nomor 23 Tahun 2204 tentang Pemerintah Daerah. Bandung: Citra Umbara.

Unesco. 2005. *Contributing to More Sustainable Future: Quality Education, Life Skill and Education for Sustainable Developmen*. Paris: Division for the Promotion of Quality Education Sector 7.

Zamroni. 2000. *Paradigma Pendidikan Masa Depan.* Yogyakarta: Bibtaf Publishing.

IMPROVING THE STUDENTS' LEARNING MASTERY ON SOCIAL SUBJECTTHROUGH GROUP INVESTIGATION METHOD FOR THE STUDENTS' CREATIVE CHARACTER BUILDING OF KARDINA MASSA ISLAMIC ELEMENTARY SCHOOL BLITAR

Hadi Mustofa
State University of Malang
Email: hadimustofapgsd3@gmail.com

Abstrak: IPS is a lesson that is comprehensive enough to solve the socio national problems in Indonesia. The purposes of this study are (1) to describe the implementation of Group Investigation method, (2) to describe the students' learning mastery through Group Investigation method, (3) to describe the students' creative character building through Group investigation method. This study employed the flow of Classroom Action Research (PTK). The results showed that there was any improvement on teacher and students' ability in implementing group investigation method. It can be concluded that the implementation of group investigation method could improve the learning process, the learning outcomes, and the students' character building.

Keywords: learning mastery, group investigation, creative character

Social subject or IPS is a lesson that is comprehensive enough to solve the socio national problems in Indonesia based on the ability level and the students' growth level. According to the Ministry of Education (2008) IPS examines a set of events, facts, concepts, and generalizations related to social issues and is designed to develop knowledge, understanding, and analytical skills of the social conditions in entering a dynamic social life. Moreover, it studies about multi self-establishment from religion, socio cultural, language, age, and ethnicity to become intelligent and skilled citizens who have characters as mandated by Pancasila and the Constitution of the Republic of Indonesia 1945.

The observation conducted at SDI Kardina Massa toward the teaching and learning process obtained several problems, including: (1) the teacher dominated learning activities or teacher centered learning, (2) students are less given the opportunity to develop an idea / ideas and thoughts so that learning was not attractive to students, (3) the teachers was lack of control of the students' attitude andsupported by the lack of teacher's ability in implementing character building in learning activities that resulted in non-conducive learning conditions, and (4) the teaching and learning activities do not have character building, it could be seen from the low creativity of students in learning activities and learning outcomes IPS which was under Criteria Mastery minimal (KKM).

Based on the above considerations, it is necessary to develop a learning method that is able to involve the participation of the students thoroughly so that teaching and learning activities are not only dominated by certain students only. One of the methods that involve the participation of the student is cooperative learning methods with the type Group Investigation. Group Investigation is a learning method that involves students from the planning, both in determining the topic as well as a way to learn through investigation. This learning method requires students to have a good ability to communicate well in the group process skills (group process skills).

This type requires students to have a good ability to communicate and in the observation group process. Model Group Investigation can train students to cultivate the ability to think mandiri.Keterlibatan students actively can be seen from the first stage to

the final stage of learning. Step-by-step application of methods Group Investigation by Slavin (2008: 218), can be expressed as follows: (1) Selection of the topic, (2) plan of cooperation, (3) Implementation, (4) analysis and synthesis, (5) Presentation of final results and (6) Evaluation.

IPS education is said to be educational value must be revitalized. Education without values education perspective, without emphasis on character development of students, would lose its essence as a process of true education. IPS pembelalajaran process as learning in general, should be built as a cultural transaction process which should develop the character as an integral part of the development of science and technology in general. Implementation of education today is more dominated by educational practices at the individual level that tends to cognitive-intellectualistic, need to be re-directed education as a vehicle for the development of national character, as the development process of intelligence, character and personality of the learner as a whole in accordance with national education goals.

The purpose of education is to the formation of character embodied in the essential unity of the subjects with the behavior and attitude of its life. According to Foerster (in Zainuddin, 2010), the character is something that qualify the person. Character becomes the identity that transcends contingent ever-changing experience. Maturity of this character, the quality of a person is measured. Character education still has a place for idealistic optimism of education in our country, especially because our nation is rich in religious and cultural traditions.

The focus of the problem in this research are: (1) How is the application of learning methods Group Investigation in the subject matter to read a map local environment using the scale on the student Class IV Kardina Massa Islamic Elementary School Blitar, (2) How is student learning outcomes Class IV SDI Kardina Masa Blitar after learning Group Investigation method increases, (3) Does the application of learning Group Investigation method can form a creative character.

The hypothesis of this study is that if the Social Science subjects developed teacher optimally with learning methods Group Investigation, the quality of teachers in implementing the learning method, especially in social studies will increase, followed by improving the quality of student learning, the quality of student learning outcomes, and quality of character creative students. To reinforce the boundary problem to be studied, the study was limited in the scope of the study, namely social studies class IV Semester 1 of academic year 2012/2013 with the local environment map reading material by using a scale.

This research isexpected to contribute both the oretically and applicable.Theoreti cally may improve understanding of social studies learning, contribute ideas in the development of the science of learning with learning methods Group Investigation, as well as a further incentive for researchers to conduct better research and in-depthaga ins the same problems as the follow-up of this study. Inpractical and applicable, the research is expected to provide benefits for researchers, students, principals, and teachers.

METHOD

Type of research approach used is a Class Action Research (PTK). The study design used is based on the model and MC Kemmis Taggart (Arikunto, Suharsimi, 2009: 16),

which consists of four components, namely: planning, action, observation, and reflection. At this stage of the planning act together researchers research partners (observer) to identify learning problems. At this stage of the implementation of measures that implement the RPP have been made in classroom practice. In the observation phase of the course of the learning process was observed, noting the questions asked by the students, noting the symptoms that appear in the learning process, recording the course of the learning process, and the consequences are visible in the learning process. At this stage of this reflection is an act conducted by researchers with research partners (observer) within the framework locate weaknesses and deficiencies in learning practices are being made to find solutions and strengthening-reinforcement to learning that is still seen as less optimal.

Researchers are planners, data collectors, data analysts, and ultimately into the reporting investigator and research results in the implementation phase assisted partner teacher. This study was conducted in Kardina Massa Islamic Elementary School Blitar City is located at 111 Village Karangtengah Kalimantan street Sananwetan District of Blitar. Students are the focus of research is a Class IV student of the school year 2012/2013 as many as 16 students consisting of 7 boys and 9 girls. The data collected in this study are (1) the value of the results in the form of final test on each cycle, (2) the observation of the activity of students and teachers implement the option methods Group Investigation, (3) the observation of the activity of students and teachers in the formation of character creative, and (4) documentation of Learning Implementation Plan (RPP).

The procedure of collecting data in this study using five ways: (1) observation, (2) Field Notes, (3) test, (4) Provision questionnaire, (5) documentation. Analysis of study data using qualitative descriptive analysis. Evaluation of the implementation of the research carried out each end of the cycle. Reflections on the research conducted every meeting at every cycle

RESULTS AND DISCUSSION

Implementation Method of Learning Group Investigation on Topic Reading Map Local Environment by Using Scale *Prameansure*

KBM performed by fourth grade teacher, in social studies on the subject of reading maps local environment by using a scale, beginning with the greeting activities, prayer, and attendance. After the teacher entered the stage of delivery. In the delivery of teachers tend to use the lecture method, and students just sit quietly listening to the delivery of a teacher. This makes passive students in learning. The submission of teachers to students are less creative in the sense of not developing the material across fields of study so that learning monotonous.

Results of student activity observation, described as follows: students tend to be passive, nothing creative to ask or respond to information the teacher, the student does not complete the task is complete, the answers are corrected by means of exchangeable fellow students were not corrected properly, so a lot of students who are disadvantaged because blamed correct answers, students are not motivated by learning that they found during the school day. Based learning activities in the pre-action stage, note that the value of learning outcomes obtained by the students is also very low (attached). Student scores less due to a high number of problems were missed because there is not yet understood or

unanswered numbers but with less precise answer. As many as 75% of students scored below the KKM IPS school.

Cycle 1

I act here in after referred to as the first cycle was conducted in two sessions. The first meeting was held on Thursday, October 4, 2012 and the second meeting held on Friday October 5 2012Kegiatan early starts by giving apersepsi is considering the lessons learned previously. Researchers who act as teachers give the question of symbols on an image and meaning. Followed by administration to the students' learning motivation. The second part of the learning activities is a core part which is divided into three stages: exploration, elaboration and confirmation. The third stage includes the option of learning methods Group Investigation.

At this stage of exploration, the teacher asked a question that deliver grouping students identify topics and issues in accordance with the material and made plans investigation group. Before entering the stage of elaboration, students are given the opportunity to ask if there is something that is not yet understood, but on this occasion there is no student who asked the question. Furthermore, students with the help of researchers, asked to sit down with members of the group in accordance with a predetermined previous researchers. At the stage of elaboration contains three methods of learning Group Investigation, which is carrying out the investigation phase, Phase prepare a final report and present the report stage. Before entering the stage of elaboration, students gain LK (Activity Sheet), which contains options Group Investigation method.

Learning implementation is quite good, although stillvisibleshortcomings. Disadvantages looks are some students are still not used to learning with learning methods Group Investigation, so that teachers sometimes have to repeat partners to explain each option Group Investigation method in each defferent group. Based description of the results of observations of learning options with methods Group Investigation. Results ofthe creative character building integratedin the tasks of the students at the first meeting indicated by the creativity of the student slook for symbols maps and give meaning to the symbol at last media.

The learning process also shows that only a few students are active. Students who completed the study account for 10 of the total16 student swith a percentage of62.75% completeness. While students who have not completed the study amounted to 6 of the total16 students with a percentage of17.25%. Amount student learning out comes obtained in 1165 to reachan average of 72.81. This suggests that learning is done less successful than planned classical KKM is75. Therefore, the researchers need to follow up on the learning out comes that have been achieved.

Cycle II

Measures II hereinafter called the second cycle was conducted in two sessions. The first meeting was held on Monday, October 8, 2012 and the second meeting held on Tuesday October 9, 2012. ctivities in the early part begins by giving researchers a apersepsi to students. Researchers guiding students to recall the material scale and symbols map. Apersepsi conducted by researchers by giving some students' questions that must be answered orally.

The second part of the learning activities is a core part which is divided into three stages: exploration, elaboration and confirmation. The third stage includes the option of

learning methods Group Investigation. At this stage of exploration, the teacher asked a question that deliver grouping students identify topics and issues in accordance with the material and made plans investigation group.

Before entering the stage of elaboration, students are given the opportunity to ask if there is something that is not yet understood. On this occasion the students had dared ask a question. Furthermore, students are asked to sit down with members of the group in accordance with a predetermined previous researchers. At the stage of elaboration contains three methods of learning Group Investigation, which is carrying out the investigation phase, phase to prepare the final report, and Stage presents a report.

Implementation of learning in Cycle II has been very good. Deficiencies that exist in the first cyclehas been successfully rectified in the second cycle. Students are familiar with mixed groups (men and womenin one group). This is evident from the cooperation shown by each group member.Every discussion group they work well for being the first to complete the task of the researcher. It also is not visible member of the group that is considered the most intelligent working alone. They are also more visible used to ask his fellow group members if there are things that do not understand, learn with the help of the media, also studied with the options on learning methods Group Investigation. Results of these tests briefly II can be presented in the following table.

students who completed the study amounted to14 of the total16 students with a percentage of 87.5% completeness. While students who have not completed the study amounted to 2 of the total16 students with a percentage of 12.5%. KKM where individuals used by researchers is 65. Total learning results obtained by the students reached in 1369 with an average of 85.56. This suggests that learning conducted by researchers has been exceeded and successful visits of classical KKM plannedof 80.Thus it can be said learning has been completed.

Class IV student learning outcomes Kardina Massa Islamic Elementary School Blitar after learning Group Investigation method increases

Study results showed mastery learning obtained in the first cycle was 62.75%. These results indicate that learning is done can not meet the criteria established mastery learning, so that continued in the second cycle. While learning in the second cycle, has generally been running as expected. Learning in the second cycle gives passing grade of 87.5%. This suggests that the study has been able to meet the criteria of mastery learning predetermined, namely 75%. Thus, the learning activities with learning method Investigation Group results increased in the second cycle. This is consistent with the description of the stages according to Kemmis Class Action Research & McTaggart (in Arikunto, 2006: 97) which phase of action research above is exceeded in the cycle. Each cycle of three meetings. In the first cycle made a plan of action, followed by implementation, observation and reflection. Implementation of the first cycle can continue in the second stage if the average overall score on the cycle meetings.

First reached 70. The cycle will continue until the average score on a certain cycle reaches a score of 75. The average value of students in the second cycle increased by more than 75% and ketuntasannya reached 87.5%, this gives a meaning that learning IPS has achieved mastery and completed the second cycle in accordance with the information flow of a Class Action Research above. It is appropriate Sudjana opinion (1989: 22) that

the learning outcomes are the abilities of the students after receiving their learning experiences. Learning outcomes is an important issue which will be used as a measure of the extent to which a student's success in learning. From the results of learning, teachers can assess whether a given learning system successfully or not, to then be applied or not in the learning process.

Application of Learning Group Investigation method can form a creative character

In general, learning at first cycle consisted of two meetings have been running pretty well. In terms of the process that focuses on the achievement of learning options Group Investigation method that is integrated with the creative character, has given changes in affective aspects of students, especially in creative thinking and creativity of students create works that relate to the meaning of scale to be made an image of the map. This is in accordance with the opinion (Zainuddin, 2010) that "Through the character education of children will be trained to be independent. Independence of children at school can be shown by the attitude of children to strive to do a good job and correctly in accordance with the capacity that exists within him. Is meant the ability of attempted acquisition of capabilities that include knowledge, skills, and attitudes that direfkleksikan with the added value of the previous state. Background attempted acquisition capabilities is an attempt to learn who performed at the time before becoming citizens learn that doing your own business. In addition, the experience factor in employment will be very instrumental in carrying out a job, because the experience itself ".

Students understanding of the importance of resources supporting data analysis and conclusions, has begun to emerge in the cycle I and II. Students have started a creative search for information related to the material that will be completed from a variety of sources. This strengthens the affective completeness particularly increase the creative character of students. This completeness can not be separated from the creativity of researchers in compiling teaching materials (curriculum-based character). In accordance with these conditions, Zainuddin (2012: 39) argues that "The curriculum is based on the principle of linkage between learning material, not fragmented and can reflect the dimensions, skills, presenting themes of interest and contextual. Life skills related to personal and social education, development of thinking / cognitive, character development and perceptual motor development can also be good if the material is woven with ajarnya designed through an integrated and comprehensive study (Holistic).

The indication creative character of the students have been described in previous chapters, one of which students find creative learning resources and create work related to teaching materials, students appreciate teachers and friends, and will implement measures Group Investigation method that has been prepared teachers. This is according the opinion according to Zainuddin (2010), that "In dedicating character education is necessary a system of cultivation of character values that include components of knowledge, awareness or willpower, and actions to carry out the great value both to themselves and for others".

CONCLUSION AND SUGESSION

Conclusion

IPS learning outcomes with teaching method in Class IV Group Investigation In Kardina Massa Islamic Elementary School Blitar can be increased by giving mastery learning 62.75% in the first cycle and 87.5% in the second cycle. Based on these results, the learning using learning Group Investigation method can help improve student learning outcomes Class IV Kardina Massa Islamic Elementary School Blitar. Application of Learning Group Investigation can shape students' creativity. Indicators include student creativity only find creative student learning resources and create work related to teaching materials, students appreciate teachers and friends, and would carry out the steps of the methods Group Investigation.

Suggestion

Researchers gave suggestions to: (1) researchers to more berinovatif to conduct similar studies or other research that is related to the research that has been done this, (2) Students to be more skilled in carrying out the options in learning methods Group Investigation, (3) Principal to further recommend to teachers to carry out research to improve the performance of teachers, especially in the learning field of study social studies in the institution he leads, (4) teachers should have to apply the method of learning the other to help improve the quality of teaching and learning activities so that can help improve the character and student learning outcomes. ✍

References

Arikunto, Suharsimi,.2009. *Class Action Research*. Jakarta: Bumi Aksara.

Slavin, Robert E. 2008.*Cooperative Learning Theory, Research, and Practice*. Bandung: Nusa Media.

Sudjana, Nana. 1989. *Teaching and Learning Research*. Bandung: PT Remaja Rosdakarya.

Winataputra, Udin, S., et al. 2008. *Materials and Learning IPS SD.* Jakarta: Open University.

Zainuddin, M. 2010. Establishing through the character of children education IPS. Malang: UM Press.

Zainuddin, M. 2012. Character Education. Malang: Wisnu Wardhana University.

ON-LINE EDITING APPLICATION FOR WRITING COLABORATION IN EDUCATOR COMMUNITY WITH DIFFERENT CHARACTERISTICS

Eka Pramono Adi; Henry Praherdiono
State University of Malang
Email: ekatepfipum@gmail.com

Abstrak: Papers with a broad scientific content requires collaboration among authors. Collaboration within various teacher character field: 1) engineering and design, 2) the humanities and 3) the training practitioner needed to build scientific pedagogy as a whole. Applications web site for teachers to collaborate with a variety of characteristics, have been developed with the model (web-based instructional design) WBID. on-line editing application for writing colaboration can effectively be used in the educator community who has different scientific characteristics. Web site constructively build pedagogical strengthening of various scientific fields.

Keywords: on-line editing, writing colaboration, educator community

Community educators need a vehicle to construct knowledge in the form of scientific papers collaboratively. According to Tu (2002) Community incorporated online has been regarded as one of the most important concepts in web-based learning, community teacher has a very broad scope. Lecturer in environmental LPTK, a lecturer within the engineering and trainers within the training centers should have the opportunity to give contributions that will increase the value of learning and have an impact on society. Tu (2002) explained that a person who actively contribute to the scientific will quickly find the best resources is the key to gain knowledge and construct knowledge. If Lecturer in environmental LPTK, a lecturer within the engineering and trainers within the training center is able to construct knowledge collaboratively and mampublikasikannnya on-line it will increase the online learning towards the positive and also lead to the development of personal, self-adaptive learning system in the neighborhood LPTK, in environmental engineering and in the training centers in general.

Development of on-line editing rides in addition to requiring a simple software also detailed guidelines. Adi (2014) explains that the development of editing software and manuals is a product that is getting the attention of users of software applications. Results of the study on software media applications online, users need software is not complicated and can see the results directly.

The application of scientific writing collaborative technology will change the performance of lecturers in LPTK environment, environment engineering faculty and trainers within the training centers to communicate, collaborate, and learn. A relatively new technology that has been tested by various higher education world is a wiki. Wiki in the Hawaiian language means "fast". Leuf & Cunningham (2001) describe a simple wiki as an online database. Wiki technology to be developed in the form of interlinked web pages based system of *hypertext* to store and modify information developed by professor, State University of Malang collaboratively. Each page can store the information and easily viewed, edited, and commented upon by lecturers in LPTK using a web browser. Functionally, wiki developed is intended to facilitate a lecturer in LPTK, to regularly update the wiki pages collaboratively, to add new information, and to create links between pages. Selection of wiki technology as a management system development of scientific writing collaboratively by exposure to some researchers including Raman, M., (2005) explains that the wiki has been used to assist the management of knowledge in

an academic setting and Ravid, G., (2008) describes bring wiki can be used how to develop textbooks online and collaborative. The most interesting thing is explanation Elgort (2008) that how the wiki allows used as a means to encourage learning, especially in the online-based collaborative writing.

Managing knowledge to write scientific collaboration is a major opportunity to achieve significant improvements in performance substantially lecturers in LPTK, lecturer in environmental engineering and trainers in the training hall. Knowledge and information have become the medium in which learning to write a scientific case. Communities are able to manage the knowledge of its members is a solution to concerns explicitly reflected in the strategy, policies and practices at all levels of the learning environment at the State University of Malang. Tu and McIsaac (2001) noted the importance of managing knowledge for online media. Media web-based management will m arouses a direct relationship between lecturer scientific papers developers become explicit assets (recorded in the administrator automatically) and can be justified intellectually.

Field of learning according Own (2006) emphasizes to support learners not only to acquire knowledge and information, but also to develop the resources and skills needed to be able to engage in social change and technical during the study. There was also a change in the understanding of the practice of creativity and innovation of the idea of the isolated individual with the concept of communities of practice, where reflection and feedback is an important collaborative process. Learning community, according to Wenger (1998 and 2000), is a social activity that is inherently, and located in the social and cultural context. In s ach learning situation, the community members have to negotiate to use the unique experience of each member and knowledge as agreed upon by the community. as also related perspective view of constructivism and collaborative learning. According Palloff (2005), sebuah communities can provide social interaction and relationships are important for learners to work together to build knowledge together.

Communities and collaborative learning according Elgort (2008) has become a core competency for siapapan changing business environment. The teaching work together in a community and collaboration is also one of the Seven principles for good practice in undergraduate education by Chickering (1987) and has been part of the attribute The most important university graduates, with many curriculum and classroom instruction that combines teamwork and collaborative learning in the design of the program.

Factor Effectiveness of Software Application

The literature has shown that the wiki technology has the potential to create an online environment that supports social activities and interactions, and to enhance the activities of collaborative learning and the wiki is highly relevant to the mode of distance education as described Schwartz (2004). However, the literature of empirical research on this subject rather limited, and in many cases teachers have found the use of wiki in the context of learning.

Several factors wiki efficient widened by Choy (2007) are:

- **Users are** *critical.* Wiki software allows people to easily add content on the web, with the important addition that then edited by other readers. The idea of the application wiki is that knowledge of the group is greater than the individual, and

that group using also the group that created the . Therefore, users are critically important to the operation of the wiki system. Taking the 'tags' feature in the wiki as an example, the scale and level of activity of the user base is very important for social tagging system.

- **Consideration of pedagogy** *s.* Wiki can also be a significant factor affecting the quality of the application wiki. The spread of two wiki that differ in two Master's degree in IT subjects at Macquarie University, Australia. Two types of design learning tasks are used, all weekly assignments in class class, and a semester project in groups. Based on the results of a survey of students, students complete tasks using the wiki than implementing projects in groups (activity authentic through the wiki. The authors consider that the originality of the task is one of the key factors that affect the contribution of students and allow experiential learning through a wiki is more profitable.
- **The role of the** *instructor*. The use of wiki in pemebelajaran related to a collaborative approach to learning. Such an approach would require the transformation of the role of the teaching of the instructor authoritative as facilitators mediated. The use of wiki in relation to collaborative learning in an online activity depends on factors such as the effectiveness of the instructor to improve collaboration group, the instructor's role in creating the climatic conditions and activities to build an online community, and the ability of the instructor to involve the members to be active participants and supporting the activities of member-led.

METHOD DEVELOPMENT

Development Model Davidson-Shivers and Rasmussen were selected based on suitability to the needs of development characteristics. Application development needs is an activity management system On-line web bebasis. Overall model of Davidson-Shivers and Rasmussen is a development method has the dominant characteristic in the development of web-based.

Development Method Web-Based Learning Model Design Davidson-Shivers and Rasmussen have phases of development among other things: 1).Analysis; 2). Evaluation Plan 3) Phase Unison which includes design, system development, testing and implementation and evaluation of programs. This phase can be done Arm times until the time limit is not specified; 4). Thorough implementation; 5). Summative Evaluation and Research.

Web-based application development methods Model Davidson-Shivers and Rasmussen can be described as an activity that starts from the following activities.

Implementation and Application

The implementation process is done is done based on input from several experts considered relevant. Application criteria:

- The application has f asilitas different access rights, namely: 1) the right of access to professors, 2) the right of access to administrator policies, network administrator and administrator applications. 3) permissions editor
- The application has a management and different rules are: 1) management and regulation by the administrator, 2) management and regulation bylecturers, 3) management

and regulation by the editor. The overall application is a management system of web-based collaboration. Applications can be implemented by the arrangements to match the expected characteristics.

Process Evaluation Program.

Evaluation of the program which is a process that can be used as a tool by the policy holder. The instrument is:

EVALUATION CRITERIA AND CATEGORIES	QUESTION
Effectiveness	
Aim	The level of accuracy of information
	The level of clarity and the achievement of the objectives and targets of scientific work
	Ketersampaian level objectives and approach to editing via the web-based design of scientific papers
Contents	Level of completeness and accuracy of the information provided erta can cover the entire scientific work
	Editing alignment level, activities in accordance with the scientific work and in tune with the needs of
	Increase the level of activity of the scientific work through the design of a web-based scientific work
	The level of reflection of the information submitted to the goals and objectives of scientific work?
Technology	Whether it can be accessed from or by lecturer
	Whether it can be accessed from or by other lecturers?
	Whether the content of the website can be used to facilitate editing adan activities of lecturers
	Whether editing on the web are protected by IPRs
Design Book	Whether in the form of audio editing can express the content of scientific work
	Whether in the form of video editing that can express the content of scientific work
	Whether in the form Image editing can express the content of scientific work
	Whether in the form of text editing can express the content of scientific work
	Do tayangannya obviously no misperception
The attractiveness	
Aim	Is the purpose of scientific papers relevant to the wishes of lecturers
Contents	Are professors interested in the contents of scientific works
	Do professors feel uncomfortable with the content of scientific work
Technology	Are there any errors that interfere with the access level on the design of a web-based scientific work
	Is there a database error that interfere in the design of web-based scientific work
	Is easy to navigate?
	Is it easy to access editing lecturers?
	Is it easy to be modified lecturer editing?
	Whether the design of intuitive web-based scientific work?
Design Book	Is the message in the scientific work easily captured?
	If the language is in conformity with the scientific work of lecturers?
	Is the video can clarify the administration of the material?
	Whether the administration can clarify audio material?
	Whether giving images can clarify the material?
	Is able to clarify the text of the provision of material?
	Is the layout attractive arrangement?
Efficiency	
Aim	Are you to your goal requires a short time
	Are the goals and objectives of scientific papers have in common (reduplication) with each other
Contents	Are the contents quickly and clearly to be understood
Technology	Whether the packaging using the web easily and quickly accessible?
	Is the size of the file disrupt access speed?
	Are navigational help speed up the access to scientific work?
Design Book	Is the organization and design of a coherent message?
	Is the technology provided synchronus (direct broadcast) discussions, video conferencing, etc.
	Is the technology provided asynchronus (broadcast delay) forums, documents, slides etc.

Application Development

Stages of development is adapted to the stage of the model development model Davidson-Shivers and Rasmussen. But with the limited time, the development phase of the mesh only be done one time so that the Development Model of Davidson-Shivers and Rasmussen modified into 8 stages of development. Stages of development refers to the overall development needs. In detail can be described as follows. Web testing done on the local server and the Internet. The web site is tested thoroughly. The activity is intended for the implementation of the study there was no technical interference. Limited implementation is done in the laboratory server Department of Education Technology. Activities involving web technicians, professors and students doing practical Thesis Management Information System and related research.



Chart of Development Outline

Application Development Results

Development of systems based on the results of the evaluation. Program evaluation carried out in order to reform the system deficiencies and writing information on the application procedure for access rights management is generally described by the table results.

CONCLUSION

Product Development and penyutingan online writing software have karakteristi collaborative. Development of produce valid as a way of solving problems. Generally 1) lecturers in LPTK established, did not experience significant obstacles regarding the writing of scientific papers, several professors just find it difficult to move in the editing of on-line *paperless, 2) lecturer partner in environmental engineering has the characteristics of lecturers who are young and have not have experience in writing and editing*. The main obstacle is precisely the idea and the idea of writing. Web site usage in the activities of editing on-line is technically not experience significant constraint, and 3)

trainers in the training hall as users and editors still have resintensi both the publication of scientific papers and requires technological support the use of editing systems on-line. Audio Video On Demand (AVOD) as tuorial. AVOD On the development of software technology is a complement to the handbook of use and penegelolaan application.

References

Adi. EP 2007. The increase in the ability of elementary school teachers Malang State University Laboratory for the development of multimedia-based teaching media. (On-line). Http://library.um.ac.id/free-contents/download/pub/download-print5. php / 32404.pdf

Bruner, J. (1990). *Acts of meaning.* Cambridge: Harvard University Press

Bower, M., Woo, K., Roberts, M. & Watters, P. (2006). Wiki pedagogy - A tale of two wikis. In *Proceedings of the International Conference on Information Technology Based Higher Education and Training (ITHET 06),* Sydney, Australia

CHICKERING, AW & GAMSON, ZF 1987. SEVEN PRINCIPLES FOR GOOD PRACTICE IN UNDERGRADUATE EDUCATION. *AAHE BULLETIN,* 39 (7), 3-7. [VERIFIED 5 APR 2011] **HTTP://LEARNINGCOMMONS.EVERGREEN.EDU/PDF/FALL1987.PDF**

CHOY. SHEUNG ON, & CHI. NG KWOK. 2007. IMPLEMENTING SUPPLEMENTING WIKI SOFTWARE FOR ONLINE LEARNING. *AUSTRALASIAN JOURNAL OF EDUCATIONAL*TECHNOLOGY, 2007, 23 (2), 209-226.

COLE, M. 2009. USING WIKI TECHNOLOGY TO SUPPORT STUDENT ENGAGEMENT: LESSONS FROM THE TRENCHES. *COMPUTERS & EDUCATION,* 52 (1), 141-146.

DAVIDSON. GEYLE. AND KAREN. RASMUSSEN. 2006. *WEB-BASED LEARNING DESIGN, IMPLEMENTATION AND* EVALUATION. PEARSON EDUCATION LTD. NEW JERSEY

THE EFFECTIVENESS OF SIMULATION GAME-BASED COUNSELING TO IMPROVE STUDENTS EMOTIONAL INTELLIGENCE

M. Ramli
State University of Malang
Email: m.ramli25@yahoo.com

Abstract: Emotional intelligence is one important aspect of students' personalities to be improved. However, the practice of teaching in schools emphasizes the importance of improving intellectual intelligence. Therefore, guidance and counseling programs need to address the gaps of the educational practice. One counseling model which allegedly can be used to improve students' emotional intelligence is a simulation game-based counseling. Therefore, this research problem is whether a simulation game-based counseling is effective for improving students' emotional intelligence. The purpose of this research was to determine the effectiveness of simulation game-based counseling in improving students'emotional intelligence. This research used a quasi-experimental research with the pretest and posttest nonequivalent control group design. Subjects of the research consisted of 176 students of vocational secondary school in Malang Raya, which were divided into 85 students of experimental group and 91 students of control group. The research subjects were taken by multistage cluster random sampling. Counseling meeting held for six meetings for each group. Data collected by an inventory of emotional intelligence, while data analysis technique used was *t*-test. The research results showed that simulation game-based counseling is effective to improve students emotional intelligence. It was based on the results of data analysis showed that the gain score mean of experimental group students' emotional intelligence was 11.48 and the gain score mean of control group students' emotional intelligence was 2.35. *t* value = -11 897 with a confidence level of 0.05. This shows a significant difference between the gain score mean of experimental group students' emotional intelligence and the gain score mean of control group students' emotional intelligence. The gain score mean of experimental group students' emotional intelligence is higher than the gain score mean of control group students' emotional intelligence. Thus, the application of a simulation game-based counseling has a significant effect on the improvement of students' emotional intelligence. This indicates that the simulation game -based counseling is effective to improve students' emotional intelligence. Based on the research results, it is suggested that (a) the simulation game-based counseling should be used by counselors as an alternative model of counseling to improve students' emotional intelligence, and (b) the model of counseling should be further tested on wider settings with various backgrounds of students in order to obtain a simulation game-based counseling model that is more effectively applied to a wider group of students.

Keywords: counseling, simulation game, emotional intelligence

Education is organized with the aim to develop all aspects of the personality of students. One of the main aspects of students' personality that need to be developed is emotional intelligence. The aspect is important to increase student success both in the areas of academic life as well as in other areas of life (Goleman, 1995; 1998). Nevertheless, efforts towards the development of emotional intelligence received less attention than towards the development of rational intelligence or students' intellectual (Prawitasari, 1999). Lack of attention can be observed in the teaching and learning activities. In the process, the teachers gave greater attention to the development of rational intelligence (Handarini, 2000). In fact, the success of students can not be separated from their emotional intelligence. Experts' research reported by Gibbs (1995) suggested that rational intelligence (IQ) accounted for the highest 20% of a person's success, while 80% by other factors. One of the principal factors is emotional intelligence.

Hawkins (Goleman, 1995) reported that elementary and secondary schools in the Seattle area, Washington, which followed program of social development (equivalent to development of emotional intelligence) showed better progress compared to other schools that do not follow the program. The progress, among them, is the bond among parents and school is more positive, the students reduced their aggressive behavior and the girls diminished behavior that is harmful for themselves, the reduced suspension of not allowed to go to school and expelled from school for students underachieving, reduction of initiative in the use of illicit drugs, reduced delinquency, and the acquisition of better scores on standardized achievement tests.

The above description indicates the need to increase emotional intelligence of students. The guidance and counseling program as a part of the vocational education system needs to redirect its services in improving students' emotional intelligence to compensate for the deficiency of educational practices in schools on the development of students emotional intelligence. However, guidance and counseling efforts for the improvement of students' emotional intelligence are not optimal because an effective model in guidance and counseling to increase students emotional intelligence is not found yet (Ramli, Fauzan, & Bisri, 2009) .

One of guidance and counseling techniques that is effective for increasing the students' knowledge, skills, attitudes, and affection is a simulation game (Kathleen, 1995; Kim, 2003). A simulation game is enjoyable and aiming activities in an imatated situation of real life that provides a learning environment that is relatively safe, simple, and closely interconnected (Jones, 1995). The simulation game involves students actively in the enjoyable learning process. In this case the student plays a role in situations that resemble a real life. Students reacted cues as encountered in the actual environment. The students experience the consequences in conditions that are safe and fun (Marzuki, 2009). Therefore, simulation game reflects the reality of everyday life and fun through the atmosphere to play, then the condition is interesting to students so that they feel happy and deeply involved in the activities of learning through simulation games.

Given the effectiveness of simulation game for the improvement of various aspects of students' personality, the technique is allegedly can improve students' emotional intelligence as one of the key aspects of their personality. Therefore it is necessary to know the effectiveness of simulation game-based counseling in the improvement of vocational secondary school students' emotional intelligence. To determine the effectiveness of using the simulation game-based counseling in increasing vocational secondary school students' emotional intelligence in Malang Raya, it is necessary to study it with an experimental design as suggested by a research on the development of simulation game -based counseling for the improvement of vocational secondary school students' emotional intelligence (Ramli, Fauzan, & Bisri, 2010) .

Based on the above background, the problem of this research is whether using a simulation game-based counseling is effective for improvement of vocational secondary school students emotional intelligence in Malang Raya. Thus, the purpose of this research was to determine the effectiveness of simulation game-based counseling to increase emotional intelligence of vocational secondary school students in Malang Raya.

METHOD

The problem to be solved of this study is whether using simulation game -based counseling is effective for improvement of emotional intelligence vocational secondary school students in Malang Raya. Based on the problem, the research procedures that will be implemented are as follows. This research used an experimental research design. Type of experimental research design used was quasi experimental research. It is done because it is not possible to randomize the placement of the research subjects into experimental group and control group. The type of quasi experimental used is the pretest - posttest nonequivalent control group (Happner, Kivlighan, & Wampold, 2008) as follows.

Non randomized groups	Pretest	Treatment	Posttest
Experiment	O_1	X	O_2
Control	O_3	-	O_4

Research subjects were counselors and vocational secondary school students in Malang Raya were determined using multistages cluster random sampling. That is, Malang Raya is divided into three regions: (a) Malang city, (b) Malang regency, and (3) Batu city. From each region, one vocational secondary school is chosen. From each vocational secondary school, two classrooms of students are chosen (multistages). Sampled unit are not individual counselors and students but classrooms (clusters) in each vocational secondary school. Counselors and students whose classroom was chosen randomly (random), it is automatically becomes the subject of this research.

Based on these procedures, the counselors and vocational secondary school students which are the subject of this research are as follows.

Tabel 1.1 Research sample

Region	Vocational Secondary School	Vocational Secondary School Students		Vocational Secondary School Counselors
		Experimental Group	Control Group	
Malang City	SMKN 2 Malang	32	34	1
Malang Regency	SMKN 1 Singosari	29	30	1
Batu City	SMKN 3 Batu	24	27	1
Part number		85	91	3
Total number		176		3

The main variable as an independent variable studied its effect in this experimental research is the use of simulation game-based counseling in increasing emotional intelligence of vocational secondary school students in Malang Raya. The dependent variable measured its changes as a result of using simulation game-based counseling model is emotional intelligence of vocational secondary school students in Malang Raya.

The research instrument used in the research was an inventory of emotional intelligence developed by researcher himself based on the theory of emotional intelligence consisting of 60 statements with Cronbach alpha reliability coefficient 0.879

and the validity of the item-total correlations ranged 0.200-0.489 with a significance level of 0.01, respectively.

The data obtained from the study were analyzed by *t* -test used to analyze the differences between gain score mean of control group students' emotional intelligence and the one of experimental group students .

Activities of the research were as follows (a) measuring emotional intelligence of vocational secondary school students both control group and experimental group using inventory of emotional intelligence before the implementation of treatment, (b) implementing simulation games-based counseling for improving the emotional intelligence of vocational secondary school students in the experimental group meetings six times and each meeting consisting of 90 minutes. Along with the activities of the experiment, vocational secondary school students in the control group were served by using a discussion technique to improve their emotional intelligence, (c) measuring emotional intelligence of vocational secondary school students both the control group and experimental group using inventory emotional intelligence after the completion of the activities of the experiment, (d) conducting analysis of the effectiveness of using simulation game-based counseling in increasing emotional intelligence of vocational secondary school students in Malang Raya, and (5) making inferences about the effectiveness of simulation game -based counseling in increasing emotional intelligence of vocational secondary school students in Malang Raya.

RESULTS AND DISCUSSION

Result

The effectiveness of simulation game-based counseling to increase emotional intelligence of vocational secondary school students in Malang Raya obtained based on the analysis of differences between the gain score mean of students' emotional intelligence of the experimental group and the one of control group. *t* test was used to determine differences of two gain score mean of experimental group dan control group students' emotional intelligence.

The analysis showed that the gain score mean of experimental group students was 11:48 and the one of control group students was 2:35. *t* = -11 897 with 0:05 confidence level indicates that there is a significant difference between the gain score mean of experimental group and control group students' emotional intelligence. The gain score mean of emotional intelligence of experimental group students was higher than the gain score mean of emotional intelligence of the control group students.

Thus, the use of simulation game-based counseling has a significant effect on the improvement of emotional intelligence of vocational secondary school students in Malang Raya. This shows that simulation game-based counseling effectively improve emotional intelligence of vocational secondary school students in Malang Raya. Therefore, the counseling model is feasible to be used by counselors to assist students of vocational secondary school improve their emotional intelligence.

The effectiveness of the counseling model is partly due to the suitability of simulation game-based counseling for the improvement of emotional intelligence with the characteristics of vocational secondary school students being the subject of the service targets. Thus, the characteristics of the simulation game -based counseling for the

improvement of emotional intelligence suggested by counselors and counseling experts as the result of the development of simulation game-based counseling model (Ramli, Fauzan, & Bisri, 2009 ; 2010) has practical application in improving emotional intelligence of vocational secondary school students in Malang Raya. In a sense that the counseling model is actually significantly able to improve emotional intelligence of vocational secondary school students in Malang Raya .

The finding of this research shows that the effectiveness of simulation game-based counseling to increase emotional intelligence of vocational secondary school students in Malang Raya supports (a) the research results of Brackett, Rivers, and Salovey (2011) that the aspects of emotional intelligence can be learned and (b) a statement of Dunn and Brown (1991), Yekovich (1994), and Mahoney, Cairns , & Farmer (2003) that the aspects of emotional intelligence can be improved.

In addition , the effectiveness of simulation game-based counseling for the improvement of emotional intelligence of students supported by the fact that in the implementation process of counseling through the simulation game, the students (a) are trained to identify, use, understand , and manage emotions intensively as told by Mayer, Salovey and Caruzo (2004), (b) are active and focused in practice all aspects of their emotional intelligence, (c) obtain many models and ample opportunity to practice all aspects of their emotional intelligence in an atmosphere that is safe, convenient, and fun. Similarly, simulation game-based counseling makes the activities of the students become the center of activities and make them learn from these activities (McCown & Roop , 1992) so as to enable them to develop their emotional intelligence intensively.

Thus, a simulation game-based counseling effectively improves the emotional intelligence of students because the model provides a learning environment that is required for the development of emotional intelligence as stated by Caruzo and Wolpe (2001) that the development of skills of emotional intelligence requires knowledge component and a component of the experience as included in the model of simulation game-based counseling. Such conditions allow students to develop all aspects of their emotional intelligence naturally and meaningful for their lives.

Further, the finding of this research supported (a) a statement of Wilcox (1986), which suggests that the simulation game can be a very effective instrument for improving the personal aspect as well as interpersonal one, (b) DePorter & Hernacki (1992) which states that the system of student' s cognition and emotion progressed through the game, imitation , and story, and (c) Elias, Hunter , and Kress (2001) which states that emotional intelligence consists of a set of skills and most of these skills can be improved through education.

In addition, the finding of this study supported the findings of previous studies on the effectiveness of simulation games to improve various aspects of research subject's personality as conducted by Mulherin in Muro & Dinkmeyer (1977), DeKrock in Muro & Dinkmeyer (1977), Hall in Wittrock (1986), Wilcox (1985), Tsai (1985), Babb (1985), Tim BP - 7 Provinsi Jawa Timur (1987), Kathleen (1995), Flurentin (1993), Mansour (2001), and Akinsola & Animasahun, (2007).

CONCLUSIONS AND SUGGESTIONS

Conclusion

The result showed that the use of the simulation game-based counseling effective in improving emotional intelligence of vocational secondary school students in Malang Raya.

Suggestions

Based on the research conclusion, suggestions are as follows: (a) The simulation game-based counseling should be used by counselors as an alternative counseling model for improving the quality of counseling services for the improvement of emotional intelligence of vocational secondary school students in Malang Raya, and (b) a simulation game-based counseling resulted by this research should be tested further in a broader settings and more diverse backgrounds of vocational secondary school students in order to obtain a more effective simulation game -based counseling that can be applied not only for the vocational secondary school students in Malang Raya but also outside of Malang Raya. ✍

References

Akinsola, M.K. & Animasahun, I.A. 2007. The Effect of Simulation-Games Environment on Student Achievement and Attitudes to Mathematics in Secondary Schools. *The Turkish Online Journal of Educational Technology TOJET*. 6 (3): 113 119.

Babb, E.M. (1985). Family Interaction: Effectiveness of Simulation and Lecture Methods. *Dissertation Abstracts International*, 45 (12), 3525A-3526A.

Brackett, M.A., Rivers, S.E., & Salovey, P. 2011 Emotional Intelligence: Implications for Personal, Social, Academic, and Workplace Success. *Social and Personality Psychology Compass.* 5 (1): 88– 103.

Caruso, D.R. & Wolpe, C.J. (2001). Emotional Intelligence at the Workplace. Dalam Ciarrochi, J., Forgas, J.P., & Mayer, J.D. (Eds.) *Emotional Intelligence in Everyday Life*. Philadelphia, Pennsylvania: Psychology Press.

Ciarrochi, J. Forgas, J. P., & Mayer, J. D. (eds.). 2001. *Emotional Intelligence in Everyday Life*. Philadelphia, Pennsylvania: Psychology Press.

DePorter, B. & Hernacki, M. (1992). *Quantum Learning: Unleashing the Genius in You*. New York: Bantam Doubleday Dell Publishing Group, Inc.

Dunn, J. & Brown, J. (1991). Family Talk about Feeling States and Children' s Later Understanding of Other' s Emotions. *Developmental Psychology*, 27 (3), 448-455.

Elias, M. J., Hunter, E., Kress, J. I. 2001. Emotional Intelligence and Education. Dalam Ciarrochi, J., Forgas, J. P., & Mayer, J. D. (eds.). *Emotional Intelligence in Everyday Life*. Philadelphia, Pennsylvania: Psychology Press.

Flurentin, E. (1993). Permainan Simulasi dan Bimbingan Karir. *Ilmu Pendidikan*, 30(2), 194-198.

Gibbs, N. 1995. The IQ Factor. *Time*, hlm. 24-31.

Goleman, D. 1995. *Emotional Intelligence: Why It can matter More Than IQ*. New York: Bantam Books.

Goleman, D. 1998. *Working With Emotional Intelligence*. London: Bloomsbury Publishing.

Handarini, D. M. 2000. *Pengembangan Model Pelatihan Keterampilan Sosial bagi Siswa SMU Terpadu*. Disertasi tidak diterbitkan. Malang: PPs UM.

Happner, P. P., Kivlighan, Jr., & Wampold, B. E. 2008. *Research Design in Counseling*. Pacific Grove, California: Brooks/Cole Publishing Company.

Jones, K. (1995). *Simulations: A Handbook for Teachers and Trainers*. New Jersey.

Kathleen, C. (1995). Using Simulations to Enhance Career Education. *Eric Digest*, ED 404583.

Kim, B.S.K. & Lyons, H.Z. (2003). Experiential Activities and Multicultural Counseling Competence Training. *Journal of Counseling and Development*, 81, 400-408.

Mahoney, J.L., Cairns, B.D. & Farmer, T.W. (2003). Promoting Interpersonal Competence and Educa-tional Success through Extracurricular Activity Participation. *Journal of Educational Psychology*, 95 (2), 409 418.

Mansyur, J. (2001). *Pengembangan Paket Permainan Simulasi sebagai Media Layanan Konsultasi bagi Orang Tua Siswa*. Tesis Magister pada PPs UM: tidak diterbitkan.

Marzuki, M.S. 2009. *Permainan Simulasi di Indonesia*. Malang: FIP Universitas Negeri Malang. Mayer, J. D., Salovey, P., Caruso, D. R. 2004. Emotional Intelligence: Theory, Findings, and Implica-tions. *Psychology Inquiry*, 15 (3): 197 215.

McCown, R.R. & Roop, P. (1992). *Educational Psychology and Classroom Practices: A Partnership*. Toronto: Allyn & Bacon.

Prawitasari, J.E. 1999. Kecerdasan Emosi. *Buletin Psikologi*. VI(1): 21-31.

Ramli, M., Fauzan, L., & Bisri, M. 2009. *Pengembangan Model Konseling Berbasis Permainan Simulasi untuk Meningkatkan Kecerdasan Emosional Siswa SMK*. Jakarta: DP2M Ditjen Dikti Kemendiknas.

Ramli, M., Fauzan, L., & Bisri, M. 2010. *Pengembangan Model Konseling Berbasis Permainan Simulasi untuk Meningkatkan Kecerdasan Emosional Siswa SMK*. Jakarta: DP2M Ditjen Dikti Kemendiknas.

Tim BP7 Propinsi Dati I Jawa Timur. (1987). *Permainan Simulasi: Kelahiran dan Perkembangannya di Jawa Timur*. Jakarta: Balai Pustaka.

Tsai, T.E. (1985). The Effect of A Simulation Technique in Group Counseling With Adolescents in Two Alternatives High Schools on Their Vocational Self-Assessments. *Dissertation Abstracts International,* 46 (3), 617A-618A.

Wilcox, S.D. (1985). The Instructionally Effective School: A Simulation Game for Use in Training Administrators. *Dissertation Abstracts International*, 46 (3), 579.

Wilcox, R.R. (1986). Simulation Games. Dalam Wittrock, M.C. (ed.). *Handbook of Research on Teaching.* (hal 635). London: Collier Macmillan Publishers.

Wittrock, M.C. (ed.) (1986). *Handbook of Research on Teaching.* London: Collier Macmillan Publishers.

Yekovich, F.R. (1994). Current Issues in Researh on Intelligence. *ERIC Digest.* ED 38560.

INSTRUCTIONAL MANAGEMENT STRATEGY IN THEMATIC APPROACH IN ORDER TO IMPROVE THE QUALITY INSTRUCTION IN ELEMENTARY SCHOOL

Agus Wedi
State University of Malang
Email: aguswedi123@gmail.com

Abstrak: Thematic approach adopted in the curriculum 2013 contains dynamic elements in it' s instructional management point. This is where the importance of the development of management strategies as a starting point for process improvement efforts (method variables) as a quality improvement of instruction. This study aims to analyze and explain the management strategy in thematic instruction in elementary school. It used a qualitative approach with case study design. Data collection techniques used were observation, interviews, and documentation. The research results showed that the implementation of management strategies as a dimension of thematic instruction strategies include scheduling of instruction, making remarks of the student' s instruction progress, motivational management, and control of instruction. In the implementation of instruction, these aspects directly interact with students' characteristics (including the abilities, interests, attention). Therefore, it is need to furthermore synchronize among the variables so as there is not obstacles to realize the quality and effective instruction.

Keywords: thematic approach, instructional management strategy

Efforts to improve the quality of instruction in primary schools must be made by policy makers. In response to the development of theoretical instruction, the latest curriculum mandates the use of an integrated thematic approach to instruction. Integrated thematic instruction has advantages because of the way a systematic approach in which students are involved in the learning process and are given the opportunity to seek and find something, so that children acquire learning experience naturally and directly. The thematic instruction model provides an opportunity involvement of various experiences of students, because the themes raised selected from things that are familiar with the students, who come from previous experience, and based on the perceived needs of students (felt need) (Joni, 1996).

Thematic instruction is based on the idea that people acquire knowledge best when learning in the context of a coherent whole, and when they can connect what they are learning to the real world. Thematic instruction seeks to put the teaching of cognitive skills such as reading, mathematics, science, and writing in the context of a real-world subject that is both specific enough to be practical, and broad enough to allow creative exploration (thematic_instruction/educators, 2015). Thematic learning is a newer concept in pedagogy. It is proved to be a powerful instructional method for integrating various concepts in curriculum by daily life examples and experiences. Thematic learning is geared towards accommodation of interests of individual learners and abilities (thematic-learning.wikipedia.com. 2015).

According to Kovalik & McGeehan (1999), the theme chosen in providing integrated instruction path structure foothold into important concepts that help students see patterns and make connections between facts and ideas are different. Integrated thematic instruction is that begins with a subject or specific themes associated with the subject of other, specific concepts associated with another concept, that is spontaneous or planned,

either in one study or more, and with a variety of children's experiences, then instruction becomes more meaningful. In this case, Shoemaker (1991) said:

> *Integrated instruction occurs when authentic event or exploration of topics the driving force in the curriculum. By participating in the event/topics exploration, students learn both the process and content relating, to more than curriculum area at the same time.*

When linked with the level of child development, integrated instruction is a instruction approach that takes into account and adjust the provision in accordance with the concept of child's developmental level. The approach departs from instruction theories that reject drill-system as the basis for the formation of knowledge and intellectual structures of children (Prabowo, 2000). Thus, integrated instruction basicly intended as instruction material by combining multiple subjects in a single theme. Thus, the implementation of learning and instruction activities in this way can be done by instruction some of the subject matter presented to each meeting.

Management Strategies in Thematic Instruction

Instructional management strategies to deal with how to organize the interaction between learners with other instruction strategies, namely, organizing strategy and delivery strategy. More specifically, management strategies with regard to the determination of when a strategy or a component of a strategy can be used in a instruction situation. Degeng (1989) suggests there are at least four things that the business management strategies, namely: (1) scheduling the use of instruction strategies; (2) making of record students' progress; (3) of motivational management; and (4) learning control. Thematic instruction management strategies in early elementary grade components can be expressed as follows.

Scheduling the use of a strategy or a component of a strategy, whether it is organizing strategies of instruction and instructional delivery strategy, an important part in the management of instruction. Scheduling instruction organization strategies typically include the question of when and how long a student to use each component of organizational strategy, while scheduling delivery strategy usually involves decisions, such as when and for how long a student using types of media. Management of large groups to a instruction situation also needs to be done. When will students need to learn in large groups? With what media and how long? For example, when and in the form of a long discussion about a subject matter needs to be done, where, and who needs to be actively involved '?. Strategies conducted in thematic instruction begins in the early grades classical form, because information material presented teachers. In the next activity in small groups to discuss or complete the task group. While individual forms of making records is done when necessary instruction progress.

Making the record of the progress of thematic instruction for students is important for purposes of making decisions related to management strategies. This means that any decision taken must be based on full information about the students' learning progress. The decision to choose and use a strategy of organizing the components should be based on students' progress. Whether an analogy indeed necessary to increase students' understanding of a concept, or a procedure or principle? When using the hierarchical organization of instruction, the right decision regarding any existing unsur¬unsur dalmn

hierarchy that needs to be taught, needs to be taken. All that can be done only if there is a complete record of the students' progress.

Notes about students' learning progress is also needed to make decisions about whether a particular student is given an advanced motivational strategies. After passing through a certain instruction activities, often times there are students who have not attained the minimum mastery, however, these students need to be given additional impetus to repeat what he had learned. This variable is very important from the interaction of students with instructional management. Its purpose is to increase students' motivation. Activities in thematic instruction actually has a fascination to learn, but if the study failed to use it as a motivational tool, consequently, subjects lost their appeal and the stay just a collection of takta, concept, procedure or principle meaningless.

Motivational strategy variable that can be used to increase the motivation to learn a field of study. The use of the instructional organization and delivery strategies in accordance with the characteristics of-study hypothesized to have a high motivational influence on student instruction. In particular, the use of the model elaboration to arrange the order of instruction (Reigeluth and Stein, 1983) is intended to improve the motivation, that is by placing all the contents learned in a meaningful context. Analogical knowledge, for example not only serves to clarify the contents studied, but also can cause a motivational effect.

Learning control variable is an important part of instruction to prescript the management strategies. Its purpose is to set the instruction really suit the characteristics of the individual-instruction. This variable refers to the freedom-instruction make a choice on the part of the contents studied, the speed of instruction, instruction strategies used components and the cognitive strategies used. The fourth aspect of this may give a clue how to manage instruction.

Management strategy that deals with instruction control many aspects related to scheduling. When is the freedom to choose the part of the content you want to learn should be given to the-learn? Content section which should be studied first? Similarly, how to organize instruction for learner includes a group of fast, medium and slow? Can someone move on to study the contents of the next section without waiting for the others? Recommended for thematic instruction emphasis the link between the content with others, in order to facilitate student understanding. Learner can also be given the freedom to choose their own instruction strategies component that wants to use. For example, when using the strategy of the organization of instruction with models elaboration, each student can choose the components which strategy really can help clarify the ideas being studied. Selection of instructional media, can also be carried out independently by learner. Media what is most appropriate for him, how long he wants to use it, and to achieve the objectives which one?

Freedom of choice cognitive strategies that best suit the individual characteristics-instruction is also a matter of strategy management. Cognitive strategies are most suited to the characteristics of the individual-instruction? What strategies need to be designed specifically? Or, is quite simply to encourage the instruction-that he choose which suits him and use it independently? Any selection made will be very much determined by the characteristics of the individualized learning. When students are given the opportunity to play a role rnempersiapkan with the material before the proclamation of independence.

Freedom to undertake this learning activities that are part of the learning and instruction control.

If learners are given the freedom to exercise control over the acts of instruction who wants to do, then the instruction management based more on the propensity-instruction. Instruction control can also be performed by components outside the system-instruction. If the control is done by instructional media (especially teachers), then the media that play a role determines which parts of the content that should be studied first, when learner can be switched to other contents mernpelajari parts, components which strategy should be used. Similarly, what cognitive strategies that should be used to facilitate learning. All aspects of these components are usually included in the design of instruction. However, if control is done by the media, then the identification characteristics-instruction is a very important factor and must be carried out. Relevant to that, the research aims to reveal, describe and analyze the management strategies in thematic instruction approach at the beginning of class MIN Malang I.

METHOD

This research was conducted in elementary school MIN Malang I at Malang City. This study used a qualitative approach with case study design. The research data was divided into two groups; (1) forms of social behavior and social interaction as a result of the activities of teachers and implementation of the strategy thematic instruction, which is about organizing strategy, delivery strategy, and management strategies, and the factors that affect the application of instruction strategies thematic in the early grades MIN Malang I, (2) data on the action of social behavior with application delivery and management of instruction strategies.

These data was obtained by researchers through observation, interviews, field remarks, and documentation. Observation technique used in this study were participant observation to obtain data on the intensity of the management strategy of thematic instruction and the factors that influence the thematic instruction strategies. With this observation techniques, researchers observed the behavior of the subjects terteliti and its interaction with other components of instruction strategies, conducting recording instruction activities of teachers, students' instruction activities, as well as other phenomena that occur in the event of thematic instruction in the early grades. It is associated with the statement Merriam (1998: 7) *Qualitative research is that it usually involves fieldwork. The researcher must physically go to the people, setting, site, institution (the field) in order to observe behavior in its natural setting.* Analysis of the data in this study basically been done since the beginning of the study, ie since pengumpulkan data. This research produces descriptive data and meaning to events and symptoms in the instruction process could be the words of both written and oral and observed behavior, including drawings done by teachers and students and the school environment. Each data derived from interviews with teachers and leaders MIN Malang I, the observation of the pitch in the form of the records, and documentation of lesson plans and instruction materials collected, described, interpreted and analyzed.

RESULTS

Following is data on the burden of setting instruction in thematic instruction in the early grades at MIN Malang I.

Table 1: Setting the thematic study load in the early grades at MIN Malang I

Grades	Class Lesson Hours (Each face-to-face)	Lessons Hours (Every Week)	Effective Weeks (Every Year)	Learning Time (Each Year)	Number of Hours in One Year (@60 minutes)
I	35 minutes	33	36 weeks	1188 Lessons Hours (41.580 minutes)	693 jam
II	35 minutes	33	36 weeks	1188 Lessons Hours (41.580 minutes)	693 jam
III	35 minutes	37	36 weeks	1332 Lessons Hours (47.880 minutes)	798 jam

(Data obtained from the Academic Administration Section of MIN Malang I)

Exposure to the data management strategies of thematic instruction strategies MIN Malang I is presented below.

Table 2: Summary of the data processing research on management strategies of thematic instruction in the early grades MIN Malang I

Dimensions of Instruction Management Strategy	The research findings
Scheduling use of instruction strategies	Used strategy by making one related lesson as a flashlight for subjects other with attention and adjust the schedule and the amount of time available. Setting how long students learn with media (people, messages, materials, tools, techniques, and background), according to the scheduled time. Settings when students learn in large groups, small, or individually, according to the plan scheduled. Clock lessons (Number of Lessons Hours per-week) / 1 JP = 35 minutes: - Class 1 (33 lessons hours) - Class 2 (33 lessons hours) - Class 3 (37 lessons hours) When first instruction the theme of 3-4 weeks. Setting step instruction issues; opening, core, end activities. Preliminary activities (convey the purpose or content of the lesson, arouse students' attention, apperception, singing along, dancing). the core instruction activities (discussions, questions and answers, assignments, observation, etc.). Activity end (inference, giving summaries, assignments). Document RPP Thematic Plant and Animal Theme 2 semester class 2
Making the learning progress notes	• Recording the progress of instruction by teachers written in the journal willingness to learn students Once they do the work, group work, the teacher is recording or record all the instruction performance of students Assess the value of good workmanship PS task (school work) and PR (homework). the development of student instruction. After the corrections and assessed by the teacher and invaluable task distributed to

	students, and the student's name was called one by one to enter a value in the teachers journal.
Motivational management	• Teacher greetings, reminding neatness, give praise, warning, verbal and nonverbal expressions of teachers Provide a reference which confirms pembelajaan purpose, subject matter, check the tasks given Provide an award; moral messages eager to learn by the end of the lesson The advice, warnings, reward and punishment. Direct prize (candy) Giving the award symbol "asterisk" success / progress Students stick "star points" in the book as evidence of a teacher award The teacher asks a student to read the results of his work in the classroom as a form of motivational management
Learning Control	• Students have the freedom to choose and determine their instruction friends; look for sources of reading in the library. Freedom to choose the form of activity and study area study, looking for the source of reading books; student selection decisions are reported. Submit, entrusting internal choice and responsibility on the individual student External controls in schools is the responsibility of teachers, house parents Teachers learn to supervise, control, make sure the students have no problem in learning Freedom of free drawing, poetry, determine where the task, in the classroom, in front of classrooms, libraries, or mosque porch, gazebo or in the school yard. Choosing ideas, views, and the role of students in the task of composing, writing poetry.
Factors influence on management strategies	Internal factors The ability of the students varies. Students have a high ability to quickly receive messages instruction, whereas students who have a low ability enough difficulty following study External factors Policy assessment system subjects a large number of students for each study group so that the structure of instruction that is often used / done is group classes (classical)

DISCUSSION

Scheduling Using Instruction Strategies

The research findings indicate that the determination of the scheduling arrangements thematic instruction strategy at the beginning of class MIN Malang I still covers the stages of instruction that is a staple in the early stages, the core, and the end of the lesson. Thematic instruction stages, namely 1 hour lesson (35 minutes), the core activity 3 hours of lesson (3x35 minutes = 105 minutes), and the activity could cover 1 hour lesson (35 minutes). Thematic instruction load per week is for grade 1 = 33 hours of lessons, class 2 = 33 hours of lessons, and Grade 3 = 37 hours of lessons.

Lack of regulation of scheduling the use of such strategies can not be separated from the three aspects of instruction activities, the media used, as well as the form of instruction. This is in line with the interrelation relationship as depicted Degeng third (1998) in the following diagram.

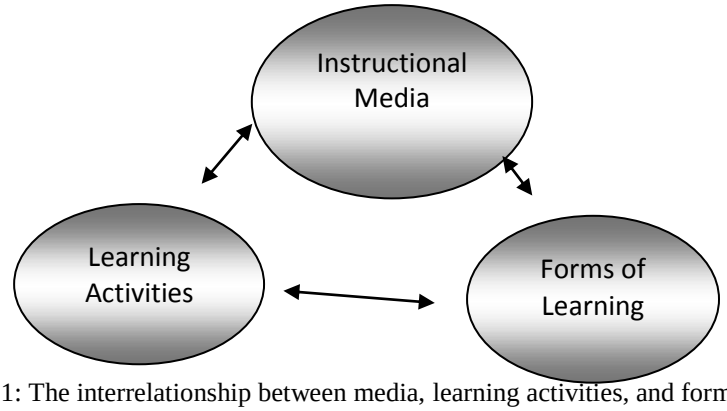


Diagram 1: The interrelationship between media, learning activities, and forms of learning (Degeng, 1998)

Recording of Learning Progress

The research findings demonstrate a record of making progress instruction on thematic instruction reflects formative assessment is done through assignments, a short quiz (quiz), daily tests, and / or tasks practical activities. Teachers noted with good results and students' progress, for example in the instruction process, the value of good workmanship school task (school work) and home task (homework). Recording students' progress continuously carried out by teachers in the early grades thematic instruction at MIN Malang I.

Learning progress notes activity referring to when and how many times the assessment of instruction outcomes is done and how the assessment procedure conducted by the teacher. Recording the progress of instruction in thematic instruction in the early grades MIN Malang I like the teachers above reinforce the activities carried out during the instruction process.

Motivational Management

The research findings related to the management motivational thematic instruction at MIN Malang shows the efforts and activities of the following. In the process of thematic instruction at MIN Malang I, the ways teachers do motivational aims to foster, maintain, and enhance students' motivation to learn.
The way of motivation is done in several forms, such as verbal and non-verbal expression in every stage of instruction, namely the opening stages, the core of the presentation, as well as the closing of instruction. The elements of motivational management students at the opening of the instruction activities of the teacher appeared to give the greeting, reminding neatness, joking, give praise, even giving a warning.

Also in the form of a reference which confirms pembelajaan destination, subject, check tasks that give teachers, check their instruction activities at home. The typical way transactions are carried out also in this case is to give "star points" were affixed to the book as a sign of progress student instruction. Relevant to this, according to Suciati and Irawan (2001), in the process of instruction motivation of students is reflected through diligence that is not easily broken to achieve success, though confronted by many

difficulties. Students who are motivated also demonstrated through the intensity of the performance in a task.

Learning Control

Learning control findings show that the freedom of choice act as a teacher realized in thematic instruction principles, freedom in determining the activity of study, companion study, as well as the freedom to choose the source for the study. Teachers in it also gives freedom to the students to choose and determine the activity and interest in instruction. Granting freedom in instruction the triggers pleasure and student initiative in instruction, so that they do not feel pressured.

Reigeluth (1983) clearly shows that the conditional variables most influential in determining the management strategy is characteristic-instruction. The appearance of the components of a organizing strategy should be adapted to the early-instruction ability, and how many times the display to be adapted to the progress of instruction. For example, the presentation of true analogical knowledge required when students have difficulty understanding the content being studied. The slower progress of student instruction, the more analogical knowledge that needs to be presented.

Characteristics learner, should also be a major consideration Emitter management delivery strategy. Media point of view is only effective when used on students with a visual learning style, while listen learning medium to students who have auditory instruction style. Age of students, also need to be considered in the management of instruction media. Concrete media more adequate for the lower classes, while the media are more abstract (up to media using verbal symbols) for the high grade.

Then, the propositions offered based on this research as follows:

*Proposition 1:*Accuracy arrangement/instruction strategy formulation stages (initial, core, and end) are always needed in the form of traditional, group, or individual.

Proposition 2: In by making a related lesson as a center or a center for subjects other, can simplify the management of thematic instruction.

Proposition 3: Recording the students' learning progress is good and neat would be useful for the improvement of instruction performance and achievement of student instruction objectives.

Proposition 4: Good motivating becomes a basic dimension in the management of thematic instruction.

Proposition 5: Freedom is an important element in thematic instruction to bring independence, creativity, and exercise responsibility for the choices and consequences crop.

Proposition 6: Perceptions, knowledge, skills, interest, and motivation of teachers affect the implementation of thematic instruction strategies

Proposition 7: Curriculum policy (national, institutional) as well as the provision of implementation, and assessment systems also influence the instructional strategies.

Proposition 8: Motivating, looseness, and the creation of a pleasant instruction atmosphere also affect the implementation of the implementation of thematic instruction.

CONCLUSION

Instructional management strategies of thematic approach in the early grades of elementary school implemented by making a related lesson as a flashlight for subjects other with attention and adjust to the schedule and the amount of time available. Recording the progress of instruction by teachers and neatly written on a regular basis. Teachers develop motivational management in various ways, among others warned about the persistence and diligence, give advice, awards, and also a warning. A typical in this motivational management strategy is the provision of an award symbol "sign star points" for the success of students in their study indicated. Learning control done in various ways in ensuring the emergence of student instruction activities include giving certain freedoms in choosing and determining the instruction activities in a responsible manner.

Internal factors affecting instruction management strategy is the ability of students varies, schedule a time and place that are generally already established a school for instruction activities. The external factors include: a large number of students for each study group so that the structure of instruction that is often used / done is group classes (classical); and policy assessment system of subjects, even national assessment systems that still use the approach subjects.

In teh implementation of integrated thematic instruction quality, first necessary foundation curriculum that should also be integrated. Enforcement of an integrated curriculum that will be the initial terms of thematic integrated instruction application that could be implemented well. In particular, based on the conclussion of this research can be suggested tothe parties confered the following points.

For principals and teachers, need to be carefully should understand the concept of thematic instruction and implementation. In the operation of thematic instruction, need to be identified and considered relevant factors and directly influence the strategy of organizing the content, delivery strategy, and instruction management strategies. It is important to note because the thematic instruction must be suit-adjustment is required either time, place, teachers, facilities, as well as patterns of instruction interactions. This is where the importance of teachers to prepare lesson plan carefully. Likewise, its implementation in order to realize the development of quality instruction and meaningful for elementary school students.

Refferences

Degeng, I N. S. 1988. "Organizing Instruction Based Elaboration Theory and Its Effect on Instruction Acquisition of Verbal Information and Concepts". *Dissertation*. (in Indonesia language). Malang: Teachers' Training College and IPTPI unfortunate.

Degeng, I N. S. 1989. *Instructional Science: Variables Taxonomy*. (in Indonesia language).Jakarta: Ministry of Education Directorate General of Higher Education Institutions Development Project Personnel.

Joni, T. R. 1996. *Integrated Instruction*. (in Indonesia language).Jakarta: Directorate General of Higher Education Department of Education, PPGSD.

Kovalik, S.J. dan McGeehan, J.R. 1999. " Integrated Thematic Instruction" . Dalam Reigeluth, C. M. *Instructional Design Theories and Models: An Overview of Their Current Status.* London: Lawrence Erlbaum Associates, Publishers.

Merriam, S.B. 1998. *Qualitative Research and Case Study Appplication in Education.* Revised and Expanded from Case Study Research in Education. San Francisco: Jossey_Bass Publisher.

Prabowo. 2000. *Anticipating Challenges Physics Education in the XXI Century*. (in Indonesia language).Inauguration Inauguration Speech Education Associate Professor of Physics at the Physics Department of Mathematics UNESA, May 16, 2000. Surabaya: Surabaya Teachers' Training College.

Reigeluth, C.M. & Stein, F.S. 1983. " The Elaboration Theory of Instruction" . Dalam Reigeluth, C.M. (Ed.). *Instructional-Design Theories and Models: An Overview of Their Current Status.* Hillsdale, New Jersey: Lawrence Erlbaum Associates, 335-381.

Shoemaker, B. 1991. *Intergrative Education: A Curriculum for the Twenty First Century.* Dalam OSSC Bulletin. Oregon School Study Council, Vol. 39, No. 2.

Suciati & Irawan, P. 2001. *Theory of Instruction and Motivation*. (in Indonesia language). Jakarta: Ministry of National Education, Directorate General of Higher Education Inter-University Center for Instructional Activity Improvement and Development.

http://www.funderstanding.com/educators/thematic_instruction/#sthash.hPcRGo0I.dpuf. 12 Nop 2015.

http://www.thematic_learning.wikipedia.com. 27 September 2015.

STRENGTHENING EMPATHY OF EDUCATIONAL COUNSELOR CANDIDATES WITH PRESENTATION OF THE VIDEO FACT ON DEMAND IN LEARNING PARTNERSHIP MODEL

Henny Indreswari; Henry Praherdiono
State University of Malang
Email: heny_indreswari@yahoo.com

Abstrak: Strengthening empathy helps the counselor candidates to understand the difficulties of the counselees. Strengthening empathy for candidate of the educational counselors is conducted through a learning partnership model. A video fact presentation is one of some steps in Learning Partnership Model (LPM). This research is conducted to see the effectiveness of video fact on demand (VFOD) in order to strengthen the counselor candidates' empathy ability. This research is formulated by using an experiment with counterbalanced design. The result of this video fact presentation can indicate the changes in the counselor candidates' empathy. A fact presentation in the form of video is made through Video Fact on Demand (VFOD). A video fact presentation that is analyzed qualitatively based on student responses indicates a change of empathy. Education counselor candidates behavioral changes are controlled by the video fact shown which are originated from the interest of the counselor candidates to the contents of the fact video displayed. Counselor candidates' empathy controls are displayed through counselor behaviors, during the observation, both before and after watching the fact video. VFOD presentations control the behavior depicted after counselor candidates are given the opportunity to respond to the contents of the video. The VFOD presentations give significant contributions to all aspects of empathy (perspective taking, fantasy, empathic concern, personal distress) for prospective counselors in LPM.

Keywords: learning partnership model, video fact on demand

Strengthening empathy is one of the necessary qualities of a counselor. Counselor candidates for counseling and guidance orients on the development of the counselee individual behaviors. Counselors are expected to help counselees in handling the problems they experence, organise future plans relating to their education, career, personal life as well as social life. Understanding students' individual behaviours is crucial in implementing counseling services. In correlation with understanding the students' individual behaviours, there are four competencies counselors need to master to conduct the tasks at hand, which are 1) pedagogic competence, 2) personal competence, 3) social competence, and 4) professional competence.

The implementation of learning in the context of guidance and counseling generally is not secluded into the aptitude and intelligence aspects only, but also dealing with affective aspect. However, the learning phase for the preparation of a counselor candidate underlines the cognitive aspect before actually including the affective aspect into the counselor candidates' basic quality that is highly required. The basic quality that a counselor candidate requires is the one that helps building interpersonal relations, in correlation with the counselees' problem management. Other than that, the basic quality can also be implemented in everyday' s life of a counselor individual, such as empathy, genuineness, congruence, and unconditional positive regard.

Empathy Competence of Counselor Candidates

Empathy competence of a students generally is unstable. Empathy has been known to be the foundation of a specific relationship (Aggarwal and Guanci, 2014). The result of the study particularly discovers that counselor candidates tend to start their assignment

with firm idealism. A number of studies have found that there is a significant decline in students' empathy by the end of the learning spell (Hojat, 2009).

There are many strategies to teach empathy to students of university level. The teaching strategies for empathy competence deals with various aspects, including emotive-empathy, moral, cognition, and behaviours. The process of teaching is conducted using interpersonal aptitude, audio and video recordings, across 8 meetings, that in the end, shows a statistically significant increase before and after the activities. In the study, the growth does not indicate a continuous impact on the empathy competence.

From the result of the data analysis from the counselor candidates in the Pendidikan dan Pelatihan Profesi Guru (PLPG) Bimbingan dan Konseling Rayon 15 Universitas Negeri Malang, conducted in Batu (2007-2010), as well as the result of thorough observations and interviews, it can be concluded that there are various problems that hinders counselor candidates daily performance in schools in implementing empathy as the manifestation of their personal competence (Indreswari, 2015). The study conducted by Hayati (2011) toward the low indicator of counselor competence in DKI Jakarta, uncovered from the report of Dinas Pendidikan Menengah dan Tinggi DKI Jakarta dan FIP UNJ about " High School and Vocational School Teacher Competence Test in DKI Jakarta in 2005 and shown through actual competence discrepancy maps with the standard compentence of public high school counselors in Jakarta area X, indicates that 1) most counselors does not master theoretical competence regarding the branch of competence; 2) the result of requirement assessment about counselor theoretical competence and the implementation of counseling and guidance services (the ability of counselors in designing a program and carrying it out), indicates: a) mediocrely, counselors do not possess the necessary attitude, values, and personal disposition to support their position; b) most counselors do not master the ability to understand the counselees that needs the counseling. From the result of observations in the beginning of counseling practice activities, it can be identified that most counselors show rigidity in handling the counselees. This can be perceived in the way counselors conduct interviews toward counselees that is considered as " interogative" , and tend to take the position of a firm advisor that seeks to end the counseling as soon as possible with a one-way solution (Indreswari, 2015).

The condition of aforementioned counselors is not dissimilar with the condition of students of counseling in the university, where the mastery of empathy competence is low. There are several causes to this condition. Hidayah (2009) conducts a research toward S1 students of Counseling and Guidance in 2006, and discovers that the applied curriculum of Counseling and Guidance emphasizes on cognitive aspect and disregards affective, moral, and psychomotoric aspects. Affective-based teaching (empathy, tolerance, and personal intelligence) is, by design, overlooked. This condition further cements the compulsion to better the teaching condition in the context of preparing counselors that orientates toward affective aspect as the core condition, such as genuineness, congruence, unconditional positive regard, and empathy, in a counselor (Indreswari, 2015).

The Implementation of Learning Partnership Model (LPM) with VFOD

Learning Partnership Model (LPM) is the working framework that can be utilised by practitioners (lecturers, teachers) to boost the aptitude of students in developing self-authorship; which is the ability to develop one' s own perspective (Indreswari, 2015). Kegan (1994, in Davidson, 2011) affirms that self-authorship is essential if an individual wants to function in a complex world such of today. Magolda (2011) have suggested that self – authorship is important for learning, and expected that students proves their own self-authorship. The discrepancy students experience, between what they do and what the expect to accomplish can be connected with Learning Partnership Model (Indreswari, 2015).

The implementation of basic counselor quality is necesarry if a counselor wants to perform his task and function competently, and to display genuineness, unconditional positive regard as well as empathic quality. The mastery of basic qualities is crucial if a counselor wants to enter the world of counselling as well as when a counselor has to face a counselee in the context of handling problems. In this context, the researcher wants to focus on one of the basic qualities, which is empathy. To internalize empathy into a counselor' s self, the application of a certain technique is necessary. One of the possible strategies is by using learning partnership model (LPM)

Video Fact on-Demand (VFOD) is one of classroom interventions that is successfully developed to help students simulate. VFOD has been successfully applied in various situations (Schmidt and Raacke, 2013). Counselor candidates need to be exposed to VFOD modification technology, that can be used to teach empathy the way it is suggested by the researcher. VFOD is the display of facts with themes that orientates toward empathy.

Generally, VFOD in LPM is an instrument to construct empathy for education counselor candidates in order to develop affective aspect through learning. There are many studies that vouch for VFOD technology. The study, generally, is conducted toward students who experience difficulty perceiving abstract concept. One of the VFOD studies is the study conducted by Schmidt and Raacke in 2013. The study conduct analysis of VFOD effects to helps actualizing abstract concepts

Studies relating to the implementation of VFOD has a specific emphasis toward the development of learning behaviour and learning participation. The result shows that there is a change in behaviour that tends toward a significant growth. The change comes in the form of growth in learning aptitude as well as learning condition in students. VFOD is a technology that is modified to implement LPM for counselor candidates, with the purpose of nurturing empathy. Indeed, counselor candidates are emotionally involved with the real fact. Specifically, counselor candidates should experience learning environment utilizing VFOD technology in their learning and teaching spell. Generally, counselor candidates should be able to develop empathy, so that counselor candidates can positively express themselves in the process of counselling that they handle.

The implementation of VFOD technology in teaching and learning can be categorized as a simple and realistic acadamic endeavor. VFOD does not require recording devices as high tech as professional broadcast devices. VFOD requires minimalistic software and hardware. The general depiction of VFOD can be applied in a single line of writing: VFOD is a technology that can represent fact videos with the assistance of a personal

computer with a certain operating system. VFOD is also a video display assisted by a software with the specification of playing back videos in a computer.

RESEARCH METHOD

This research is designed in the form of quasi-experimental desig, with counterbalanced design format. The research is designed so that it does not randomly pick subjects, but utilizes all the subject in an intact learning group that has been naturally formed in a classroom (Indreswari, 2013). The design of the study refers to Cohen' s et al' s statements that suggest that quasi-experiment research is a research that is conducted in its natural background where the scrutinized variables can be isolated, controlled, and manipulated, just as what Cohen has stated regarding the research. In quasi-experiment research, the process of positioning or sampling the research subject is not randomly conducted (Campbell & Stanley, 1966:34).

Group		Period I		Period II	
	Pre-test	Treatment	Post-test	Treatment	Post-test
Group I	O1	X	O3	-	O5
Group II	O2	-	O4	X	O6

The research is carried out in State University of Malang, Faculty of Education, Guidance and Counseling Program Study. The subject of the study is the attendance of Praktikum Konseling Individu class, consisting of 44 students from 2 offerings. The students chosen as the sample of the study is the attendance of Praktikum Konseling Individu class which are on their fifth semester. The researcher chose fifth semester students purposefully because it is expected that the students have enough times to implement the result of the intervention conducted by the researcher, so that by the time they undergo field practice, they have the chance to easily enact the result of the research and perform continuous evaluation. In the end, it is expected that the result of the intervention can be deeply internalized and it will crystalize into the individual' s daily behaviors as a counselor candidate which is ready to dwell into the real world of education.

The design of the teaching process, as organised by the researcher through scenario development, depicts the stages of teaching to be carried out. Following are the example of teaching scenario on certain sessions.

The teaching of empathy aims to pinpoint students as a counselor candidate so that they can think and feel what other people think and feel, also put themselves in other people' s position. Empathy includes the understanding about cognitive empathy component as well as affective empathy component.

The result of the study indicates that the empathy score without LPM treatment is 77,45 before increases into 78,41 or a difference of 1,24%. A difference result occures when the students gets empathy teaching using LPM. The result of empathy score changes from 77,45 into 88,45 or an increase of 10,33%.

Meeting	Teaching Activities	Activities Details
3 & 4	Designing learning situation according to the	Dialogue

	experience of the subjects of the study, enhanced by fact videos	Emphatic occurence observation (fact videos)
	Lecturers share ideas and viewpoints with the subjects of the study about the empathy video display	Empathy practice with counselling
	Dialogue about empathy and its relevance in everyday s life	Self-reflection
	Empathy: a. Perception b. Learning to empathize c. Vocabulary d. Voicing perceptions	
	Sharing of experience	

Perspective Taking (PT)

LPM with VFOD is able to increase the level of perspective taking in students of counselor candidates. This condition is directly related with the fact videos presented that builds the emotional reaction as well as the behaviours of counselor candidates. The students in classroom given LPM treatment with VFOD boost shows a good level of perspective taking, since they are more able to show emotional reaction as well as perform actions to help others. In conclusion the higher perspective taking score, the better an individual is able to show emotional reaction in responding to other people' s situation. Along the process of LPM intervention with VFOD, students of the sample group shows the ability to share with their groups as well as the whole classroom. This is made possible since there is a direct example through the process of case study and empathy VFOD display

Fantasy (FS)

Fantasy is the aspect that gives affects toward emotional reaction of a counselor candidate that incites the helpful behaviour. Fantasy refers to the ability of an individual that seeks to create imaginative changes when faced with situation that evokes feelings as well as actions along with the presented VFOD. LPM with VFOD can increase students' fantasy and students can obtain opportunity to grow according to the experience that they undergo when watching VFOD display. It needs to be understood one' s empathy intensity level is directly influenced by the level of fantasy. Counselor candidates with LPM treatment and VFOD have better level of fantasy. This is because with VFOD, counselor candidates experience stimulus that functions as a help for their perception and emotional reaction towards events that can result in changes in attitude and behaviours in other people.

Empathic Concern (EC)

LPM with VFOD can increase the ability of empathic concern in students. At the very least, it can help students to develop warmer and more sensitive feeling as an effort to understand other people and problems they experience. This condition is necessary for a counselor so that he or she has compassion, kindness, as well as sympathy. This is parallel with what Preston and Hofelich (2011) stated: that empathic concern is meant as compassion toward others, which is something crucial as a understandingfoundation for counselors in an attempt to comprehend their conselees as well as the problems (in Indreswari, 2013).

Personal Distress (PD)

LPM with VFOD is able to decrease Personal Distress by underlining on the condition of the individual experiencing personal distress, that points straight at one' s self as well as the distress that he or she experiences, becuase dealing problems at an interpersonal level makes one' s self uncomfortable. Personal distress, at a high level, can diminish the ability of an individual to socialize (Indreswari, 2013)

CONCLUSION

In accordance to the result of data analysis and the hypothesis of the research, there are several conclusions can be drawn. 1) the result of empirical data analysis shows that there is a significant progress in students' empathy, from the initial condition during pre-test to the result of the post-test. 2) The increase of empathy happens in all aspects of empathy, which comprises of perspective taking, fantasy, empathic concern and personal distress. 3) the research finding discovers that group that undergoes empathy teaching treatment with LPM strategy as well as VFOD strengthening records a higher post-test score compared to the group that undergoes empathy teaching treatment without LPM strategy and VFOD strengthening. 4) generally, it can be concluded that empathy teaching with LPM strategy and utilizing VFOD is effective to increase empathy in counselor candidate students.

References

Aggarwal. R. & Guanci, N. 2014. Teaching Empathy During Clerkship and Residency. Column: Educational Case Report. Acad Psychiatry DOI 10.1007/s40596-014-0113-z.

Campbell, DT. & Stanley, JC., 1966. Experimental and Quasi-Experiment Designs For Research. Boston: Houghton Mifflin Company.

Cohen, L., Manion, L. & Morisson, K., 2011. Research Methods In Education, 7th ed. London: Routledge.

Davidson, Denise L, Dr. 2011. Self-Authorship the Learning Partnerships Model. Bloomsburg University of Pennsylvania: The Teaching and Learning Enhancement Center.

Hayati, Kartika. Pengembangan Kompetensi Konselor Sekolah Menengah Atas Menurut Standar Kompetensi Konselor Indonesia http://boharudin.blogspot.com/2011/05/pengembangan-kompetensi-konselor.html/-diakses 22112011.

Hidayah, Nur. 2009. Proses Audit dalam Penyelenggaraan Pendidikan Akademik S1 Bimbingan dan Konseling. Disertasi.Tidak dipublikasikan. Malang: PPS Universitas Negeri Malang.

Hojat M, Vergare MJ, Maxwell K, et al. 2009. The devil is in the third year: a longitudinal study of erosion of empathy in medical school. Acad Med. p84:1182– 91.

Indreswari, Henny. 2015. Keefektifan Learning Partnership Model untuk Meningkatkan Kemampuan Empati Calon Konselor. Disertasi.Tidak dipublikasikan. Malang: Pascasarjana Universitas Negeri Malang.

Indreswari, Henny. 2013. Keefektifan Learning Partnership Model untuk Meningkatkan Kemampuan Empati Calon Konselor. Laporan Penelitian Hibah Doktor. Jakarta: Ditjen Dikti: DP2M.

Magolda, M. B., Torres, V., Pizzolato, J., & Jones, S. 2011. Self-authorship: Exploring holistic development across cultures. Baltimore, MD: Program presented at the meeting of the American College Personnel Association

INTEGRATED MODEL OF PHYSICAL ACTIVITIES AND MENTAL CHARACTER BUILDING AS AN ALTERNATIVE INTERVENTION TOWARDS STUDENTS WITH JUVENILE DELINQUENCY

Mardianto; Kurniati Rahayuni; Febrita Paulina Heynoek
State University of Malang
Email: k.rahayuni@gmail.com

Abstract: Most schools in Indonesia use conservatives method in handling juvenile delinquency, ranging from counseling, punishment to law sanctions. Therefore, an alternative model of character building that uses combination of physical activity can be developed as replacement of conventional sanctions, since sport regarded as positive media to build positive character among youth. The purpose of this study is to develop an integrated model of physical and affective that can be applied in school setting to handle students with juvenile delinquency. This research use 2 methods; first is survey methods, interviews and descriptive-quantitative data analysis to map the characteristic behavior; and second is research development to develop the model. The first study conducted to mapping the characteristics of juvenile delinquency, data collected from 17 headmasters, 22 counseling teachers, and 98 students with juvenile delinquency in 4 cities in East Java. Findings shown the pattern of juvenile delinquency are ranging from self-destructive, external conflicts, and vandalism; which the suspected cause is from thinking and emotional disturbance. From these findings, an integrated model is developed with a priority in coaching role play and exercise to facilitate togetherness. The model were tested in a focus group discussion by teachers and applied in a small group of students in Malang which suspected having juvenile delinquency. The results showed that both groups respond positively towards the model.

Keywords: delinquency, sport, physical, mental, integrated

To understand juvenile behavior, researchers have to consider three aspects according to biopsychosocial model (Engel, 1980). First, from Biological perspective; teenager physical attributes almost similar to matured individual, which their sexualorgans, cardiovascular system, motoric system are at in his/her prime. Secondly, from psychological perspective, emotion and facial expressions already concrete and well-defined; moraljudgementstarted to become abstract, based to rational and logical thinking and less selfish; talents and wishes are recognizable by themselves. Thirdly, in Social perspective: teenager started to being selective in choosing peers and related activities involving them; it creates new standards which may stimulate conflicts and/or rebellion with parents, teachers or authorities.At this point, inadequate adjustment between themselves and environmental pressures may rise, and the risk of having juvenile delinquency may appears.

Juvenile delinquency is included as deviant behaviors which violate social norms (Santrock; 2007, Goode, 2015); the term included social and psychological problem affecting youth underage, including violations of criminal laws by individual before 18 (Baldry, 2014; Brezina& Agnew, 2015, Santrock; 2007). Juvenile delinquency ranging from socially unacceptable behavior (mischief in school, truant from school, running away, smoking, alcohol consumption, sexual intercourse), status offense (running away from home), to criminal acts (theft, robbery, and murder).Juvenile with maladaptive behavior usually judged as aggressive, rebellious, breaking norms, uncontrollable, deemed it as an abnormal behavior. However, only experts can give reliable judgments at what points the behavior termed as abnormal, considering time (how long have/did it last), the patterns of behavior, context, and based on assessments.

In schoolcontext, patterns of juvenile delinquency are: skip classes, lying, conflict, run from home, frequent anger, fight or bullying others, torture people or animal, wreck properties or vandalism,fire-setting, and stealing (Puri, et al; 2011, 2012). While it is not easy to determine the cause, most of them are related to inadequate feeling, low self-esteem, anxiety or depression in a length of time, social problems in schools (i.e. low academic score, conflict with teachers and peers), family problems, and traumatic experience(Puri, et al; 2011). This may lead to more serious case; psychological disorder (i.e depression), suicide, and more maladjustment problems such as addicted to alcohol, drugs and cigarettes (Santrock; 2007). In a longitudinal studies, there are three paths that lead teenagers fall into delinquency; 1). Conflicts with the authorities: they showed stubbornness then opposing and avoid authority; 2). Closed actions of mild delinquency, such as lying, damaging equipment (vandals), which may lead to more serious delinquency; 3). Open and mild aggression followed by fights and violence (Santrock, 2007). Teenagers who came from low social-economic level are found to be more problematic due to their complicated dimension on environmental pressure. However, these study are conducted in US, which has different context with Indonesia. A view standpoint of mental health and cultural norms in Malay community, probably the case of drug usage and pornography in Indonesia is not as high as in the US and Europe.

To prevent juvenile delinquency, counseling and meaningful leisure activities could be used,preferably in school settings. Intervention toward juvenile delinquency can use bio psychosocial approach. Depressed teens can use antidepressants prescribed by physicist, or go to Psychiatric Hospital. In psychological approach, counselors, pschologists can use mental intervention, therapy, etcto substitute irrational thinking; in social approach, providing social support, family therapy and peers or group therapy may contributed significantly to the problems of adolescence. (Santrock, 2007) .

While in school context, treatments to juvenile delinquency mostly using behavioral and punitive approach (i.e: punishment, sanctions) and only seen from a viewpoint of how far the effect result (or damage) caused by their delinquency. The more damaged effect, schools will give harder punishment such as expelled from school, handed over to law authorities, or put into the rehabilitation agency (SLB-E). In this case, school seems only behavioral approach to answer the problem, while any alternative treatments which provide a fully understanding toward bio psychological aspects of teenagers are ignored. Teenagers are in a stage of matured biological attributes, started to be independent in their thinking and emotion, and also need a social recognition. Behavioral approach are used as reactive response, and disregard what actually their needs which caused the delinquency. Therefore, any alternatives that involves the three aspects, such as using a media of sports, can be considered.

Sports already have reception for having positive effect to children and youth; it facilitates physical fitness, self-actualization and social development. While it could be competitive or merely excitement, the game itself may act as a test to understand their own capabilities, mentally and physically (Atkinson RL; et al; 1996 and Hurlock, EB, 1991). Team sports may develop interpersonal relationship, healthy social skills and mental development, mediating a mentally hygienic state among youth.

However, sport are less supported as an interventions, recent findings in California, AS, Elementary school children only spend 15 minutes of exercise per week in average;

less than 30% of parents of elementary school students are active exercisers. A comparative study conducted in 28 states in the US, found that US teens are do less physically activities and consume more fast food than adolescents in other countries (WHO, 2000). Such as research findings in the US, teenager in 1987 that physical activity and exercise are 31% and in 2001 decreased to 18% (National Center for Health Statistics; 2000).

Based on benefits of sports aforementioned, it will be necessary to understand the map characteristics patterns of delinquency students, and to develop a model of integrated physical and character building as alternative intervention to juvenile delinquency. The study are divided in to two studies, first is to mapping the characteristics of juvenile delinquency, and second is to develop and integrated model of physical exercise combined wth character building as alternative intervention.

METHOD

The research objective is to determine the type and cause of delinquency behavior of student. We tried to mapping patterns on a data distribution, frequency, and characteristics of the different types and causes of delinquency in highscool and vocational students (SMA / SMK). The data obtained include: 1). Distribution, frequency, and characteristics of delinquent behavior SMA / SMK; 2). Distribution, frequency, and type of causes; 3). Daily physical activities; and 4). Kind of therapy / treatments according to Students. In the last interview, they also asked about their opinion if thetreatment also involves sports.

Method used is surveys and guided interviews, which have been developed from a focus Group Discussion (FGD). Location and Research Subjects in Research Survey, covering an area: 1) .Bojonegoro; 5 head/vice-principals; 8 school counselors; 25 students behaving badly; 2). Madiun; 4 heads / vice-principals; 5 BK teacher; 23 students behaving badly; 3). Kediri; 5 head / vice-principals; 5 BK teacher; 25 students behaving badly; and 4). Jember; 3 head / vice-principals; 5 BK teacher; 25 students behaving badly. Overall was; 17 head / vice-principals; 22 teachers BK; 98 students behaving badly.

Table 1.reseach subjects and location

Regions	Bojonegoro	Madiun	Kediri	Jember	Total
Head/ vice principals	5	4	5	3	17
School counselors	8	5	5	5	23
Students suspected delinquent	25	23	25	25	98
Total	38	34	35	33	

After collecting data, surveys and descriptive-quantitative data analysis are conducted to find a pattern of juvenile delinquency. The patterns obtained in study 1 will act as fundamental basis to develop models of physical and mental development is integrated through extracurricular sports activities SMA / SMK.

RESEARCH RESULT

The type of delinquency behavior and its students are vary, the detail results as follows: 1). Truant from school; b). Telling a lie to the teacher; c). Fights; d). Smoking in public places; e). Protest against the teacher; f). Mocking friend; g). Insulting a friend; h).

Bullying; i). Run away from home; j). Drinking alcohol; k). Destruction (vandals) fasum; l). Pornography; m).Theft; n). Drug abuse (drugs).

Table 2. Mapping pattern results and therapy

patterns of juvenile delinquency	Number	Percentage (%)	Therapy >4
truant from school, and its variations	82	84.7	62
Lying	50	51%	26
Fight / aggressive behaviors	38	38.8%	12
Smoking in public places	36	36.7%	19
Protest against the teacher	28	8.6%	18
Mocking / humiliating	22	22.4%	6
Insulting a friend	22	22.4%	6
Bullying	22	22.4%	5
Ran away from home	18	18.4%	5
Drinking alcohol	12	12.2%	3
Destruction (vandalism)	10	10%	2
Pornography	4	4.1%	0
Theft	3	3.1%	0
Drug Abuse (drug)	2	2%	0

These misbehavior caused mostly due to irrational thoughts and feelings; angry, anxious, and laziness. Laziness often related to disagreements with tasks at home (tasks from parents and/or authorities at home) and teachers. They don't agree with the way the teacher giving remarks and/or punishment.Mocking and bullying are considered as a joke, a way for being familiar with friend, with a risks of conflict due to lowering self-esteem, lead to conflict among friends and teacher.

These behavior that has often been rehabilitated/advised at least than 4 times, with the content of material are vary, i.e: religious values, self-responsibility, meanings of life, self-development, respect to others, values and consequences for actions such as threats, punishment, and restrictions, mostly given by school counselor (Guru BK), parents, teachers, friends, or the head of the class. However there was no intensive approach towards routine counseling, or having another alternative instead of traditional treatments.

In terms of physical activities, students do moderate physical acivitiesoutside schools, mostly informal, such as such as walking or cycling to school, workplace (labor (kuli), farming fileds) at about 2 km distance; routine daily activities (chores), and recreational activities (fishing, kite flying, swimming in a river, etc.). In school, their activities are more sedentary, only 40-50 minutes per week, including Physical Education (football, volleyball, Basketball, Tennis, etc) class and activities i.e. walk to class. School also provides extracurricular activities in school clubs, however the activities are in temporary and rarely performed.

When the students are asked about an alternative of treatments involving sports / integrated physical and mental development through sports, 79 students (80.6%) agreed and gave suggestions, only 19 students (19.4%) disagreed and thought that those alternative are not beneficial. Agreed students proposed the materials of treatments should include Futsal (9 students), soccer (12), volley ball (8), basketball (7), badminton (2), swimming (1), Sepaktakraw (1), Musical activities (band, 3), and outdoor / extreme sports and/or scouts (1). They also propose that the exercise should facilitate some

attributes: playing/enjoyment (8), cooperation (6), confident (6), physical exercise (5), honesty / sportsmanship (5), courage (4), sharing (4).

METHOD

The design of the study in the second year is a research development. Development activities carried out in order to obtain data on the suitability of the content, the accuracy of the material, and the attractiveness of the game and sport in the development of physical and mental development models integrated through extracurricular sports activities. These arethe following steps; 1). Prototype produced in the first year of the study, analyzed through the FGD in a team consist of12 School counselors, 2 Physical education (PE) teachers, 1 counseling experts, 1 PE experts, and 1 Social Psychologist; 2) Prototype then revised by team with FGD; 3). Trials the prototype by teachers , PE teacher and students suspected for juvenile delinquency, and the result are discussed in team FGD; 4). Further revision by the team with FGD; 5). Making a steady guidance for use in intregated physical and mental development through physical activitiesin school for high school / vocational school in East Java.

RESULTS

Experts considers that the draft of the book "Guide Physical and Mental Development Model Integration Through Sports Activities Extracurricular SMA / SMK in East Java" already complete enough, enough vastness and depth descriptions relating to the suitability of the material with the aim. However, the input of experts has been done so that the contents of the book changed or different from the contents of the previous book. The contents of the book "Physical and Mental Development Guide Integration Through Sports Activities Extracurricular SMA / SMK in East Java," which had been fixed include: 1) Chapter I Introduction; 2) Chapter II Operator Training; 3) Chapter III Training Materials; 4) Chapter IV Model OfTraining; 5) Model 1 Athletic Training Plan; 6) Model 2 Training Plan Football And Futsal; 7) Model 3 Training Plan Volleyball; 8) Model 4 Training Plan Basketball; 9) Model 5 Training Plan Badminton 10) Model 6 Table tennis Training plan; 11) Model 7 Plan Training Model Pencaksilat; 12) Model 8 Aerobic Gymnastics Training Plan; 13) Plan Training Model pool

In a large group trial, students that suspected having juvenile delinquency (based on a list from school counselor), are given a 5 minutes moderate physical activities which are: modified volleyball, modified/ ini basketball, and catch and throw a ball game. After the game, school counselors and PE teachers facilitate a short discussion about their activities. Then the students are handed with a questionnaire about the activities. Their response mostly positive, they regard these activities are more fun as a treatment, and beneficial in: 1). physical fitness/ health; 2). strengthen comrade or togetherness; 3). develops respect to individual differences; 4). Develops discipline; 5). Develops a sense of cari for media/fascilites; 6). giving pleasure; 7). facilitate co-operation; 8). Facilitate honesty; 9). Media to practice polite behavior; 10). Apply a sportmanship / fairplay; 11). develops empathy; 12). Makes them aware of solidarity behavior; 13). exercising tolerance behavior.

CONCLUSION

Fostering physical and mental integrated are important so that more priority activity for action is right or wrong is happening in running the rules of the game and sport together, then, participants examine critically towrads their ways of thinking and actions, in which grows matured along the lifesapn. Implicitly, the game and the sport has been recognized to be beneficial to improve the quality of life, channeling pleasure, and socialization. Even games and sports as a medium channeling aggression proper, should be close supervision, guidance, and the provision of commensurate sanctions. Aggressive behavior in games and sports should not be left alone

Positive possibilities of physical exercise is to act as a buffer against stress experienced by adolescents and increased mental health and life satisfaction. Research showed: 1) on 364 female adolescence students showed the negative effect of the events that cause stress and health tend to decline with the increasing level of physical activity. Teens who do regular physical activity are generally more capable of coping effectively against stress and have more positive identity than adolescents who rarely doing physical activity; 3). Another study, senior high school students who often move to have a higher GPA, rarely taking drugs, less deprsesi, and more harmonious premises their parents, compared with a rare recording of physical activity; 4). A study conducted recently of 5,000 adolescents' with moderate physical activity associated with increasing life satisfaction; 5). Teens who spend time in sports are less likely to engage in drug use and delinquency than others (Puri, 2007). Ostojic examine the negative impact in sporting activities of US teenagers; 1). The pressure by parents and coaches to be the winner, resulting in a competitive anxiety and centering yourself (self-centeredness); 2). Teenagers who spend more time for sports activities resulted in neglected academic skills; 3). Gradually these young people to force his body beyond its ability, increase the duration, intensity, and frequency of their training in a way that caused the injury; 4). The new problem involving the influence of the coach is winning, community recognition, and performance with the use of anabolic steroid drugs (Santrock, 2007).

The link between sport and/or physical activities may reduce stress can be explained in pshysiology. The releaseendomorfin hormone as an endogenous opiates in the brain occur naturally when an individual having physical activities or exercising. Endomorpin tied by blood and excreted crossing the channel circulatory, urinary, and excretory system, then the pain will go away, feeling carefree, energetic, refreshed and happy. These opiates gives the same effect, even stronger, than morphine, and facilitates a changing in mood (Kaplan, 1997). It also facilitates social recognition, create the feeling of being involved in community, and strengthen the brotherhood on the situation in sports and in other situations.

School services to address behavioral problems of children and adolescents who behave badly needed social programs delivering physical activity and sport. In this termas, school hold an important role, act as a stable organization that closest to them. Physical activity and exercise play an important role in the lives of most children and adolescents, and school can facilitate sports and physical activities to assist mental hygiene, and to treat juvenile delinquency. In U.S case, 70 percent of American children and teens participate in a variety of organized sports. Exercise can have a positive influence on the development of children and adolescents. The teens who exercise can

improve health and well-being, self-confidence, motivation to excel, as well as the ability to cooperate with others.

In Indonesia, the handbook of integrated model treatment which involve physical activities and mental character building may taken as alternative. However, to test at what extent this product can solve the problem of juvenile delinquency, more future research are needed. ✍

References

Abramson, E; 2007.*Body Intelligence*.Menurunkan dan Menjaga Berat Badan Tanpa Diet. Yogyakarta: Penerbit Andi Yogyakarta.

Angel G L; 1980. The Clinical Application of TheBiopsychososial Model. Am.J Psychiatry 137; 535.Dalam Kaplan H I; Sadock B, and Grebb J A; 1997.*SinopsisPsikiatri*. AlihBahasa. Dr. WijayaKusuma. Jakarta: Binarupa Aksara.

Atkinson, R.L., Atkinson, R.C. danHilgard, E.R., 1996. *PengantarPsikologi*. Jilid-2.EdisiKedelapan. AlihBahasa: Dra. NurdjanahTaufiq. Jakarta: Penerbit Erlangga.

Azwar, S. 1995. Sikap Manusia. Teoridan Pengukurannya. Edisi 2. Yogyakarta: Penerbit Pustaka Pelajar.

Baldry, 2014. Bullying and juvenile delinquency; common risks, different outcomes; how to prevent recidivism. Organizdn crime, Copruption and crime prevention. Switzerland: Springer.

Bovet, Lucien. 1951. *Psychiatric Aspects Of Juvenile Delinquency.*World Health Organization. Palais Des Nations. Geneva

Brezina & Agnew, 2015. The handbook of deviance. Goode (ed). John Wiley & Sons

DepartemenKesehatan R.I. 1985. *PedomanPenggolongan Dan Diagnosis GangguanJiwa Di Indonesia.*Edisi II 1983 (Revisi). PPDGJ II (ikhtisarsingkat). DirektoratKesehatanJiwa. DirektoratJenderalPelayananMedik. Jakarta.

Duska, R., dan Whelan, M., 1981.*Perkembangan Moral*. Perkenalandengan Piaget dan Kohlberg.DiindonesiakanolehDwijaAtmaka.PenerbitKanisius.

Freud, Sigmund. 2006. *Psikoanalis Sigmund Freud*. Editor danPenerjemah: K. Bertens. PT Gramedia. Jakarta

Gladstine W., 1986. *Apakah Mental AndaSehat.TesSendiri*. Alihbahasa: Lesmana J.M., PT New Aqua Pres. Jakarta

Kaplan.H.I, Sadock.B.J.,danGrebb.J.A; 1997. *SinopsisPsikiatri*: IlmuPengetahuanPerilakuPsikiatriKlinis. EdisiKetujuh. JilidSatu. Alih Bahasa: dr. WidjajaKusuma. Binarupa Aksara. Jakarta.

Kementerian Negara Pemuda Dan Olahraga RI. 2005. *UURI No. 3 Tentang Sistem Keolahragaan Nasional*. Jakarta.

Maramis, W.E; 1980.*Catatan IlmuKedokteranJiwa*. AUP.Airlangga University Press. Surabaya.

MoelyonoN danLatipun. 1999. *Kesehatan Mental. Teori Dan Penerapannya.*UMM Press. Malang.

Priyatna, Andri. 2010. *Lets End Bullying*: memahami, mencegah, danmengatasi*bullying*. PT Elex Media Komputido.KompasGramedia. Jakarta

Santrock, J.W., 2007a. *Remaja*.AlihBahasa: Benedictine Widyasinta. Edisi 11 Jilid 1.PenerbitErlangga. Jakarta.

Santrock, J.W., 2007b. *Remaja*.AlihBahasa: Benedictine Widyasinta. Edisi 11 Jilid 2.PenerbitErlangga. Jakarta.

Puri, B.K; Laking, P.J; danTreasaden. 2012. *Buku Ajar. Psikiatri*.Edisi 2.AlihBahasa. dr.W.M. Roan,SpKJdan dr. HuriawatiHartanto. PENERBIT BUKU KEDOKTERAN. EGC.P.O. Box 4276/Jakarta 10042.

EDUCATION AND TRAINING EVALUATION, CIPP APPROACH

Ach. Rasyad
State University of Malang
Email: rasyadplsum@yahoo.co.id

Abstract: This article aims to discuss the result of a research study, namely program evaluation research focusing on the issues of efectivity program conducted by BPPNRI Regional IV Surabaya. Evaluation model selected to evaluate the program was CIPP Stufflebeam's model. This assessment's model selected because his effectiveness to get revenue formative and summative and to find decision and problem-solving ability. This assessment model may be made assessment whether before, during or after the project conducted. It also be formed to satisfy programme mastermind and administration not just filling individual' wish. And CIPP is not designed to prove a decision but act as to improve where information derivative later can be made as a guide to planning something programme. The results show that eduaction and training program (Diklat program) conducted by BPPNFI Regional IV categorized quite effective..

Keywords: evaluation program, CIPP model, educationand training

Assessment is one continuous process to determine method proposed applies in lesson by teachers/trainer and at the same time supervisor can give guidance and guide to them to overcome the shortage that exists. The assessment questionnaire and interview also should be used so that the feedback is total and real. This feedback result might be noted when conducting other courses at future time.

Program Evaluation Defined

At the most fundamental level, evaluation involves making a value judgment about information that one has available. Thus training program evaluation uses information to make a decision about the value or worth of an training program (Cook 2010). More formally defined, the process of training program evaluation is the "*systematic collection and analysis of information related to the design, implementation, and outcomes of a program, for the purpose of monitoring and improving the quality and effectiveness of the program* (ACGME 2010a). As is clear in this definition, program evaluation is about understanding the program through a routine, systematic, deliberate gathering of information to uncover and/or identify what contributes to the ''success'' of the program and what actions need to be taken in order to address the findings of the evaluation process (Durning & Hemmer 2010). In other words, program evaluation tries to identify the sources of variation in program outcomes both from within and outside the program, while determining whether these sources of variation or even the outcome itself are desirable or undesirable. The model used to define the evaluation process shapes that work.

Information necessary for program evaluation is typically gathered through measurement processes. Choices of specific measurement tools, strategies, or assessments for program evaluation processes are guided by many factors, including the specific evaluation questions that define the desired understanding of the program's success or shortcomings. In this article, we define ''assessments'' as measurements or the strategies chosen to gather information needed to make a judgment. In many education programs data from trainee assessments are important to the program evaluation process. There are, however, many more assessments (measurements) that may be necessary for the

evaluation process, and they may come from a variety of sources in addition to trainee performance data. Evaluation, is about reviewing, analyzing, and judging the importance or value of the information gathered by all these assessments.

Reasons For Program Evaluation

Educators/facilitator often have both internal and external reasons for evaluating their programs. Primary external reasons are often found in requirements of education accreditation organizations, funding sources that support educational innovation, and other groups or persons to whom educators are accountable. A strong program evaluation process supports accountability while allowing educators to gain useful knowledge about their program and sustain ongoing program development (Goldie: 2006).

Evaluation models have not always supported such a range of needs. For many years evaluation experts focused on simply measuring program outcomes (Patton: 2011). Many time-honored evaluation models remain available for that limited but important purpose. Newer evaluation models support learning about the dynamic processes within the programs, allowing an additional focus on program improvement (Stufflebeam & Shinkfield 2007).

CIPP Model

The CIPP set of approaches to evaluation is described by Daniel Stufflebeam, as his response to and improvement on the dominant experimental design model of its time (Stufflebeam & Shinkfield 2007). First described in print in 1971, Stufflebeam intended CIPP Model evaluations to focus on program improvement instead of proving something about the program. The usefulness of the CIPP model across a variety of educational and non-educational evaluation settings has been thoroughly documented (Stufflebeam & Shinkfield 2007). An evaluator who understands an educational program in terms of its elements' complex, dynamic and often nonlinear relationships will find the CIPP model a powerful approach to evaluation.

The CIPP approach consists of four complementary sets of evaluation studies that allow evaluators to consider important but easily overlooked program dimensions. Taken together, CIPP components accommodate the ever-changing nature of most educational programs as well as educators' appetite for program-improvement data. By alternately focusing on program Context, Inputs, Process, and Products (CIPP), the CIPP model addresses all phases of an education program: planning, implementation, and a summative or final retrospective assessment. The first three elements of the CIPP model are useful for improvement-focused (formative) evaluation studies, while the product approach, the fourth element, is very appropriate for summative (final) studies.

A CIPP **context** evaluation study is typically conducted when a new program is being planned. The associated evaluation questions as belows are also useful when an established program is undergoing planned change or must adapt to changed circumstances: a) what is necessary or useful: what are the educational needs? b) what are the impediments to meeting necessary or useful needs? c) what pertinent expertise, services, or other assets are available? and d) what relevant opportunities (e.g.funding opportunities, administrative support) exist?

A new leader taking over an existing program, for example, may find thinking through a Context evaluation study helpful. Context studies can also be conducted when decisions about cutting existing programs are necessary. Explicit attention to an educational program's context is essential to effective evaluation and aligns well with complexity theory's emphasis on context.

A CIPP context evaluation study identifies and defines program goals and priorities by assessing needs, problems, assets, and opportunities relevant to the program. The context study's findings provide a useful baseline for evaluating later outcomes (products). When preparing a request for external funding, a program's planning or leadership team can use a good context study to strengthen the proposal. Because questions about potential impediments and assets are included, a context evaluation is more inclusive than a conventional ''needs assessment'', though it does include that essential element.

A CIPP model **input** evaluation study is useful when resource allocation (e.g. staff, budget, time) is part of planning an educational program or writing an educational proposal. An Input evaluation study assesses the feasibility or cost-effectiveness of alternative or competing approaches to the educational need, including various staffing plans and ways to allocate other relevant resources.

Incorporating the input evaluation approach into program development helps to maintain maximum responsiveness to unfolding program needs (context). Building on the associated Context evaluation study, a CIPP model Input evaluation study focuses on how best to bring about the needed changes. A well-conducted Input evaluation study prepares educators to explain clearly why and how a given approach was selected and what alternatives were considered.

A CIPP Input evaluation study formalizes a scholarly approach to program design. When used to plan a new program, an Input evaluation study can also set up clear justification for assigning grant funding or other critical resources to a new program. When applied to a program already in place, an Input evaluation study can help the educator to assess current educational practices against other potential practices. Its focus on feasibility and effectiveness allows a developing program to remain sensitive to the practices most likely to work well.

Identifying and assessing potential approaches to an educational need in an input study might involve any of the following methods: a) literature review, b) visiting exemplary programs, c) consulting experts, d) inviting proposals from persons interested in addressing the identified needs.

A CIPP **process** evaluation study is typically used to assess a program's implementation. This type of study also prepares the evaluator to interpret the program's outcomes (see product study) by focusing attention on the program elements associated with those outcomes. The process evaluation study can be conducted one or more times as a program runs to provide formative information for guiding inprocess revisions. For programs operating in the complex environment typical of medical education programs, this attention to process issues allows an ongoing data flow useful for program management and ongoing effective change. This kind of evaluation study can also be conducted after a program concludes to help the educator understand how the program actually worked. The process study explicitly recognizes that an educational model or program adopted from one site can rarely be implemented with fidelity in a new site:

contextual differences usually dictate minor to major adaptations to assure effectiveness. The process evaluation study elicits information about the program as actually implemented. Retrospective process evaluation studies can also be used to examine often-overlooked but very important program aspects.

The CIPP model's **process** evaluation study is invaluable for supporting accountability to program stakeholders. It also allows for the data collection necessary for a program's continual improvement. The ''lessons learned'' about programmatic processes documented in a process study are often useful to other educators, even when communication of program outcomes alone may not be all that useful.

An evaluator designing a CIPP process evaluation study would typically want to use the least-obtrusive methods possible while the program is running. The evaluator might choose from among these methods: a) observation, b) document review, c) participant interviews.

The CIPP model's product evaluation study will seem familiar to most educators because of its focus on program outcomes. What may be more surprising is the breadth of that focus. The product evaluation study is the one most closely aligned to the summative program evaluation found in other models, but it is more expansive. This type of evaluation study aims to identify and assess the program outcomes, including both positive and negative outcomes, intended and unintended outcomes, short-term and long-term outcomes. It also assesses, where relevant, the impact, the effectiveness, the sustainability of the program and/or its outcomes, and the transportability of the program. The product evaluation study also examines the degree to which the targeted educational needs were met. The product evaluation study may be conducted while a project is running, as interim reports of such a study will be useful for accountability purposes and for considering alternative processes, if warranted by less than desirable findings.

A well-conducted CIPP model product evaluation study allows the evaluator to examine the program's outcomes across all participants as well as within relevant sub-groups or even for individual participants. Program outcomes (products) are best interpreted with the findings of the process evaluation studies in hand: it is possible, for example, that poor implementation (a process issue) might cause poor or unintended outcomes. The product evaluation study is in designing a systematic search for unanticipated outcomes, positive or negative. To encompass the breadth of a good product evaluation study, the evaluator might choose from these methods and data sources: a) stakeholders' judgments of the project or program, b) comparative studies of outcomes with those of similar projects or programs, c) assessment of achievement of program objectives, d) group interviews about the full range of program outcomes, e) case studies of selected participants' experiences, f) surveys, and g) participant reports of project effects.

METHOD

The research objective was to determine the effectiveness of education and training program (Diklat program) organized by the Balai Pengembangan Program Pendidikan Nonformal dan Informal (BPPNFI) Regional IV Surabaya. The CIPP model evaluation research was the design research implemented to conduct the study. Data collected by quetionare, observation, documents study.

RESEARCH RESULT

Evaluation input component

Based on the percentase of the maximum score of the following aspects, a) purpose and relevance of the program, b) the needs and problems, and c) support the resource, are known that the achievement percentage of maximum score are between 62.50 % (lowest) and 70,00% (the highest). This scores are including the category is quite effective.

Evaluation input component

Based on the achievements of the percentage of the maximum score of the following aspect a) characteristics of the participants, b) design instructional quality, and c) capability of organizer committee, are known that pesentase achievement of maximum score between 62.00 % (lows) and 70.00 % (highest). This scores are including the category is quite effective.

Evaluation process component

Based on the achievements of the percentage of the maximum score of the following aspect, a) facilitators performance b) participants activities, c) the use of instructional media and d) the organizer committee, are known that pesentase achievement of maximum score between 61.34 % (lows) and 71.18 % (highest). This scores are including the category is quite effective.

Evaluation product component

Based on the results of the participants learning outcomes scores to acquisite the knowledge, and participant attitudes scores, are known that these scores are including quite effective.

CONCLUSION

Based on the result of evaluation research found that (a) the context component categorized "quite effective", (b) the input component categorized "quite effective", (c) the process component categorized "quite effective" and (d) the product component categorized effective categories. The conclussion is that the education and training program conducted by BPPNFI Regional IV Surabaya categorized quite effective. ✍

References

ACGME. 2010. Accreditation council for graduate medical education: glossary of terms. Accreditation Council for Graduate Medical Education. Available from: http://www.acgme.org/acWebsite/about/ab_ACGMEglossary.pdf

Cook DA. 2010. Twelve tips for evaluating educational programs. MedTeach 32:296–301.

Goldie J. 2006. AMEE education guide no. 29: Evaluating educational programmes. Med Teach 28:210–224. Durning SJ, Hemmer PA. 2010. Program evaluation. In: Ende J, editor. ACP teaching internal medicine. Philadelphia: American College of Physicians.

Patton M. 2011. Developmental evaluation: applying complexity concepts to enhance innovation and use. New York: Guilford Press.

Stufflebeam D, Shinkfield A. 2007. Evaluation theory, models, & applications. San Francisco: Jossey Bass/John Wiley & Sons, Inc.

FACILITATIVE LEARNING MODEL BASED ON TRANSFER OF LEARNING FOR ENHANCED OF LEARNING CREATIVITY

Hardika
State University of Malang
Email: hardika.fip@um.ac.id

Abstrak: This research aims to solve the problem of learning with regard to efforts to improve students' creativity. Learning innovations that are developed with a transformative learning model based on the principle of learning how to learn. The method used is a research & development (R & D). Learning outcomes are known, that transformative learning-based learning how to learn to create the freedom of students to actualize and expression in learning so as to generate creativity in learning.

Keywords: transformative learning, transfer of learning, learning creativity

Learning is not only a transfer of knowledge, but also a transfer of learning that can generate transformation of thinking and action pattern (Novak & Gowin, 2004; Sullivan, 2001). In the perspective of cognitive psychology, learning is not only the process of receiving information passively by learners, but it is an active thought process to make the meaning of the whole learning experience. Learning is not only intellectual fulfillment by compulsion, but it must be done with full compliance to engage and actively involved in the interaction process of learning (Knowles, 1988; Harefa, 2005). The involvement of learners in the study of learning should be directed to the establishment of confidence in the potential and capabilities of the learners. The learning process should be able to create a character of learners who are always ready to face and overcome the challenges in life and create a comfortable learning atmosphere without causing pressure inside of learners (Gilbert, 2003: 40). According Abdulhak, (2007: 523) learning to be able to prepare participants learn to display the behavior of learning outcomes in real conditions.

As well as in education in college, learning is not only to reach the figures of graduation, but must be able to create self-reliance and creativity in learning and usefulness in life. Intellectual capacity are built into the learning system should be aimed at improving the capacity of the participants learn to manage themselves and their surroundings. Learners should be encouraged to have courage in doing improvisation and construction of a more dynamic learning interaction, both inside and outside the classroom. It is necessary carried out, because style and learning strategies of each learners vary according to the individual characteristics and existing social environment (Pask, 1977). Therefore, creativity and learning activities must begin with creating a fun learning environment, involving potential learners and surrounding environment, and develop strategies to suit the purpose of facilitation of learning (Macaulay, 2000).

Unfortunately, creativity of learners may have learned not considered important by most educators, including school of education. In fact, most educators Indonesia still love the participants learned that has a higher IQ than creativity or other intelligence (Munandar, 1999). With this kind of understanding is almost certain, that the pattern of learning that takes place during this time will not be able to show the process and the results of creative learning with accompanying smart ideas, both of learners and educators. In fact, with high creativity of learners will be able to manage yourself and the environment with better and easier to produce what is needed.

Similarly, learning creativity in education is still not well established. In many cases education was found, that the learning process has not resulted in a change in attitude, behavior and insights learned in accordance with the philosophy of learning in education, the creative learning with a high degree of independence. Learners learn lack the ability and willingness to study the learning materials, so that in addressing the learning is only regarded as a mere fulfillment of obligations without comprehension and critical thinking. Community participation in education is based on intense desire for get a certificate without being followed by the spirit and determination to learn.

This indicator was evident when participants learn lazy attend learning activities, often leave the classroom when the learning is ongoing and has no sincerity in doing the task of learning, both structured and independent tasks. Participants learn tend to be passive only wait and listen to the stories as well as information from the lecturer without a response back. Activity participants learn more and follow the commands are run lecturer rather than the initiative to make changes and capacity building themselves independently. Participants will learn to tend to just work and attend learning activities to learn the test will be carried out. According Munandar (1999) and Makiguchi (1989), creativity can be built through a system of constructive learning in an atmosphere of mutual respect to behavior and accomplishments of each learner. In the efforts to create a learning creativity, matters pertaining to potential participants learn to be explored and developed through learning activities. Interest and giftedness participants learn to detect and fostered through learning model that has relevance to the effort to create learning creativity.

Makiguchi (1989: 23) revealed that to build creativity of learners, education providers must perform a total reflection on the purpose of education, fundamentals of education value, revitalization of education, and educational methodology and teaching material. In this context, learners learn creativity can be developed through a process of exploration and reconstruction model of learning rooted in character and potential participants learn. The learning model must be built on the basis of a reflection of the nature of education and educational values, appropriate learning methodologies, tools and instructional material in accordance with the mission of learning and be able to generate interest and enthusiasm for learning are enterprising.

In addition, the character of the lecturer as facilitator not appear in the process of learning interactions, lecturers tend to vertical on the pattern of raw learning to students, so that students learning creativity does not develops. Lecturers do not yet have the willingness and ability of adequate design and implementation model of student-centered learning in accordance with social and personal characteristics of students as well as school education philosophy. Facilitation model of learning in terms of school education, still a model that is "expensive" so that the implementation process was not running well. This is because the majority of educators outside the school still think, that the learning model is the absolute authority of educators so that the selection of learning strategies tend to be centralized by the lecturers without involving potential of learners.

Armed with a lot of maturity and life experience, students have had the responsibility and ability to learn to conduct learning activities in a responsible way and professionally (Kamil, 2007). The development model of learning that can improve the understanding and ability to learn creativity lecturer in creating relevance and urgency in improving the quality of learning. Good quality of learning should give priority to the principles of

transformative learning in every interaction that can be utilized of learners for life (King, 2005). The development of a facilitative learning model was constructed based on the opinion Havelock (1995) and Swarchz (2002), which emphasizes the role of reformer agent, which in this research lecturer as a facilitator of learning. On the basis of the above arguments, the study aims to develop a facilitative learning model that can improve the learning creativity of education programs.

METHOD

This study uses descriptive qualitative and quantitative approach to design educational research and development version of the Borg and Gall (2003). The final aim of this research is to produce a new product on facilitative learning model that is able to enhance the creativity of learners. To test the effectiveness of the model selected two groups of participants of the course as an experimental group and a control group (as comparator). The study was conducted by using a quasi-experimental models through "design with a comparison group without pre-test" on two independent samples (nonequivalent group post-test only design). In the use of this design guided by the opinion research Sprinthall, et al (1991: 68-69) by simply doing a post-test, both the experimental group and the control group without pretest beforehand. This is because the preliminary data on learning creativity in the experimental test group was known at the time of the preliminary research. To determine the effectiveness of the experimental test results of the model analysis using statistical techniques for the two-sample t test unrelated (independent).

RESULTS

Learning model that has been applied to the lecture has not been able to create learning creativity of learners, so that learners are very dependent on the existence and presence of the lecturer in the classroom. Therefore, participants learn to lecturers dependence is very high position and influence the dynamics and intensity of learning, the existence of the faculty is very central and dominant in the learning process. This is contrary to the spirit and philosophy of learning that actually prefer the self-learning process with a model of facilitation of lecturers.

In a facilitative learning model developed in this research empirically able to improve learning creativity of learners, both in the planning, implementation and evaluation of learning. There are several important findings that should be controlled by a lecturer in learning facilitative, namely (1) the philosophy of learning as a process of creation of learning independence, (2) the essence of the learning objectives of society, (3) the techniques of social communication, (4) the organization system of adult learning, (5) characteristics of learners, (6) the availability of learning resources that are relevant to the needs of learning, (7) the role and position itself as a partner to learn, and (8) the identification of needs and learning resources of learners. Therefore, to maximize learning outcomes required in advance facilitative training lecturers to enhance and update their understanding of learning facilitation.

Learning creativity is one product of learning that can be achieved through learning design process-oriented and based on problem posing model. This model is done by encouraging the active participation of learning, raising the participants' experiences of learning to be tested into learning materials/ingredients dialogue learning, learning

environment designed full cooperation with the active involvement of the participants learned and evaluations carried out jointly by the lecturers and participants learn through trial reflective.

Substance of facilitative learning model these include the development of the role of lecturer as a facilitator of learning, strengthening the role of the of learners as a subject of learning (actors and main target in learning), utilization of the entire potential of the environment and the experience of learners as a source of learning, the application of persuasive words to generate enthusiasm for learning, the use of ice breaking techniques to lessen the tension of learning, creativity creation of learning as a product of learning, the application of reflective evaluation to increase critical thinking.

Facilitative learning model has the flexibility and feasibility study to be applied in non-formal educational character. But the implementation of this model is also influenced by the ability and willingness of lecturers within portray himself as a facilitator of learning, the ability to implement persuasive words, the ability of creating an ice breaking, the role of the participants studied as a subject of study, and the strength of the faculty in developing interaction learning. In this regard, the implementation of the lecturer's role as a facilitator of learning in which includes the catalyst, resources linker, process helper, and the helper solution should be applied flexibly according to the situation and needs of the participants learned. Application of facilitation of learning must pay attention to the philosophy of learning; learning how to learn, learning by facilitating, learning together, learning by dialoque, learning by self-reliance, learning by social environmental and learning to be self.

Therefore, the product of research on creativity to learn this form of performance of learners in the learning performance, then the engagement and involvement of study participants must have been built since the preparation of learning. Engagement and involvement of participants learning is done by inviting participants learn to reconstruct the nature of teaching and learning, conduct learning contracts, discussing learning model that will be applied, to revive the spirit of learning through persuasive words and ice breaking, giving the burden of learning consistently and constructively, and evaluation of learning through self-evaluation, critical reflective/critical thinking and self-determination and self-awareness.

DISCUSSION

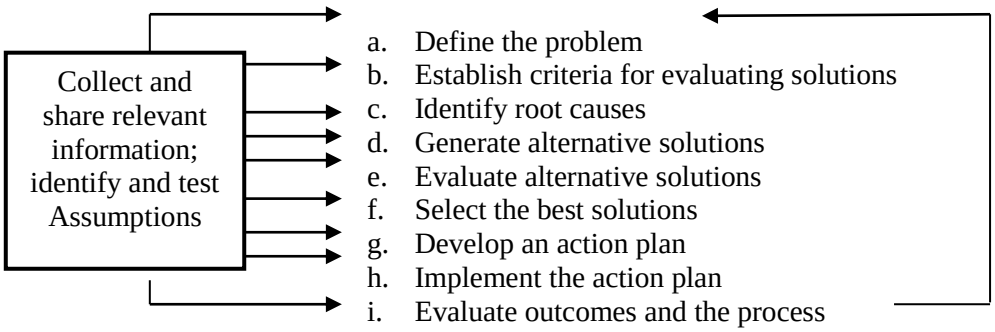
Optimizing the lecturer's role as a facilitator of learning should be developed based on the character of learners, the circumstances of learners and potential of learners environment and learning experiences. Related to learning principles facilitative, then the characteristics of the role of lecturer in learning are (1) faculty always respond to the feelings of learners, (2) take advantage of the ideas and experiences of participants learn to formulate models of learning, (3) to engage in dialogue and discussion with the participants learning, (4) appreciate of learners as human dignity, (5) be familiar and opened to learners, (6) to formulate learning model according to the characteristics of learning and the learning environment, (7) empathy, respect and be sensitive to the will and feelings of learners (Gross, 1999).

The results of the research can be summarized into three conclusion; (1) respect for achievement and graduation learners must be collected from the aspect of performance in

learning achievement, (2) quality and feasibility of the results of an independent assignment or a portfolio which achieved learners during learning, (3) increase the capacity and capability of lecturers in the study participants to understand the character and mission of education, (4) the use of facilities and terrain learning fun and varied. Some of the things mentioned above, empirically have contributed in changing the attitudes and behavior of learners to be more active, attractive and creative in doing the learning. Changes in attitudes and behavior learning more attractive and transformative leads to an increase student motivation to learn more productive (Alderman, 2004).

According to Schwarz (2002) facilitative learning has the power to move the group dynamics to achieve the desired goal. Facilitators are obliged to help improve the effectiveness of activities through the commitment of members of the group concerned. Commitment of group members is one of the key or core of the success of facilitative learning. The facilitator's main task is to help the group increace effectiveness by improving its process and structure "...the core values of facilitation state that a group is more effective if the group is internally committed to its choice (Schwarz (2002: 23).

With regard to the effectiveness of facilitative learning in the classroom, agreements that have been formulated group together, for example on the contents of the contract of learning should be a shared commitment and empowerment through increased class. Class terrain and container are considered most relevant learning in learning outside of school-based education facilitative. The learning process is built based on mutual learning and mutual respect among learners in the system without leaving a group of intensity and capacity of learners. According to Hackman, in (Schwarz, 2002), there are three factors which contribute to increasing the effectiveness of the group, namely group process, group structure and group context. The group should be able to move and work well, has a management structure and proper order, and have relevance or pay attention to the context and objectives of the group are concerned. Here is presented a model of problem solving based learning facilitation.



Source: Schwarz (2002: 221)

Learning effectiveness in achieving the learning outcomes should be constructed with dynamic and moving the system to learn, through good management, stewardship of professional learning, namely the management of which has the capacity and capability empowerment of learners. Related facilitative learning, process, structure and context of the group should be based on increased capacity and professionalism and the availability of lecturers, completeness of the members of stewardship of class, availability of technical resource persons, and the working professional administrative team. In regard to

the model of learning, should also start thinking the researchers and developers concerned to discuss at various developments and issues concerning education learning.

Developing creativity in learning through facilitative learning has strong attachment with efforts to change the attitude of learning. A discussion of creative learning attitude in relation to the implementation of facilitative learning model, would involve factors that influence a person's attitude changes and formation of the object, ie matters relating to relevance, the attractiveness of, and the attitude object, in this context is a model of facilitative learning. Formation and change of attitudes learners are not formed by themselves, but always takes place in the interaction between people and learning about the model is applied. One of the factors that affect learners attitude change is the influence or the response from the outside that can affect attitudes that are potentially in a person. Nevertheless, however, the influence from outside, if the internal factors of learners did not want to accept it, it will not produce a new attitude changes. Therefore, facilitative learning model as the object of an attitude, of course will be responded by a study participant if it has the attractiveness, relevance, drive internal and external participants learn. With regard to the description above, in the discussion of this need to be revealed in advance matters relating to the nature of attitude.

Creativity is not only the default behavior or talent, but is the result of the educational process involving environmental potential optimally, the power of educators in transforming potential learning environment as capital, and engineering students character as a subject of study. In other words, creativity will rise to the surface after the process of social engineering by involving all elements of the environment associated with the learner and the learning system. Social engineering is referred to in this discussion is the creation of a cultural atmosphere of *creativogeneic*. *Creativogeneic* according to Silvano Arieti, in (Munandar, 1999: 176) is a culture that supports, fosters creativity and enables the development of a person in the system life.

Compared with other substances learning, creativity is still relatively new as an academic field of activity and be applying empirical research studies. The study on new creativity expressed empirically in the context of learning after the Second World War through the historic speech Guilford in 1950 as President of the American Psychological Association (APA), which emphasizes "the appalling neglect" of the importance of the study of creativity and reminded of the need for creativity in the community through various learning systems and education. In addition, the launch of Sputnik in 1957 is regarded as a threat to the United States to maintain its lead in technology, which ultimately encourages inflame American education based on the development of the creativity of learners. Both of these events are considered by educators as a forerunner to the birth of the dimensions of creativity as empirical studies in a variety of learning systems (Munandar, 1999).

In a further development, creativity has become an important focus of study in the education system and spread to various human activities both within the learning system and the world of work to another. In fact, creativity is an integral part and parcel of one's intelligence system other than the intellectual, emotional, social, and spiritual. The basic principle of creativity can be traced from the ability to think convergent and divergent thinking. With a convergent thinking, logical reasoning leads to the answer 'right' is a measurement process that underlies traditional intelligence, while divergent thinking is a

mode of thinking that produces various ideas and this is the most obvious indicator of creativity.

One of the critical issues in the development of creativity is about the criteria. In general, experts agree, that it is not easy to formulate appropriate criteria in discovering and developing creativity. Makiguchi (1989) explained that it was impossible to find criteria of creativity that is incompatible with the characteristics and behavior of other human beings, especially the intelligence, because creativity is a multi-dimensional construct. Results of research have shown, that most teachers still prefer children who have high intelligence compared with children who have a good basic creativity. In fact, the empirical reality shows that creativity has advantages in many ways including the ability to resolve the problem well as the problems solved by those who have a high intelligence (Munandar, 1999). To create an atmosphere that supports the creation of creativity in learning, learning facilitators should be able to position itself as a good companion study, by acting as a catalyst, process helper, resources linker, and a solution helper. The principle of lifelong learning should be a foothold in the learning process and is able to provide the value of education in the cultivation of human character as a true learner (Aspin and Chapman, 2007). In this way the lecturer greater emphasis the transfer of the process of the transfer of knowledge

CONCLUSIONS AND SUGGESTIONS

Conclusion

Transformative learning model in a learning program developed in this study could improve learning creativity of learners, both in the planning, implementation and evaluation of learning. Results of the analysis proved that the creativity of learners who learn to use different learning models facilitative higher than the creativity of learning that does not use a facilitative learning model. With creativity learn owned learners, the learning process lasts more dynamic, attractive, challenging and fun.

The substance model of transformative learning-based learning how to learn these include the development of the role of lecturers as facilitators of learning, strengthening the role of the learner as a subject of study (actors and main target in learning), utilization of the entire potential of the environment and the experience of learners as a source of learning, the application of persuasive words to evoke the spirit of learning, the use of ice-breaking techniques to lessen the tension of learning, creativity creation of learning as a product of learning, the application of reflective evaluation to increase critical thinking.

With regard to the conclusion of this study, there are several things that must be mastered lecturers as a facilitator of learning, namely (1) the creation of independent learning, (2) empowering the participants to learn in learning activities, (3) the techniques of social communication, (4) the organization system of learning adult, (5) characteristics of adult learning, (6) the availability of learning resources that are relevant to the needs of learning, (7) the role and position of lecturers as a companion study, and (8) the identification of needs and learning resources of learners. Therefore, to maximize the learning facilitation process first requires training faculty to improve, renew and reconstruction lecturer knowledge about models of learning facilitation.

Suggestion

Based on these findings, it is recommended to lecturers builder courses to improve the capacity and capability of himself as a change agent on learning, so that the learning process constructed lecturer has the power to produce the intellectual strength of students in accordance with the philosophy and mission of learning in college. Increased capacity and capability of lecturers as educators in higher education can be done through the establishment of discussion groups, lesson study and peer teaching. ✍

References

Abdulhak, I. (2007). Education technology. Applications in Science and Education. Duo: Pedagogiana Press.

Aldeman, M. Kay. (2004). Motivation for Achievement, Possibilities for Teaching and Learning. London: Erlbaum Lowrence Associatis Publishers.

Aspin, David N & Chapman, Yudhit D. (2007). Values Education and Lifelong Learning: Principles, Policies, Programmes.Netherland: Springer.

Borg, W.R. & Gall, M.D. (2003). Educational Research: An Introduction. Third Edition. new York: Longman.

Gilbert, Ian. (2003). Essential Motivation in the Classroom. First Published. New York. Roudledge Falmer.

Gross R. (1999); Peak Learning How to Create Your Own Lifelong Education Program for Personal Enjoyment and Professional Success. new YorkJeremy P.Tarcher / Putnam a member of Penguin Putnam Inc.

Harefa, A. (2005). Humans become Learners (On Becoming A *Learner*): Self Empowerment, Organizational Transformation and Communities Through Learning Process. Jakarta: PT Kompas Media Nusantara.

Havelock, RG & Zlotolow, S. (1995). The Change Agent's Guide. Second Edition. New Jersey: Educational Technology Publications Englewood Cliffs.

Kamil, M. (2007). Andragogy Theory, and Applications in Science Education. Duo: Pedagogiana Press.

King, K.P. (2005). *Transformative Bringing Learning to Life.*Malabar, Florida: Krieger Publising Company.

Knowles, M.S. (1988). The Adult Learner A Neglected Species. Houston: Gulf Publishing Company.

Macaulay, C. (2000). Transfer of Learning in Professuional and Vocational Education. Edinburgh: University of Edinburgh.

Makiguchi, T. (1989). Education for Creative Living. in Bethel, DM (eds). Iowa University Press/Ames.

Munandar, S.C.U. (1999). Creativity and Education: A Study of TheRelationshis Between Measures of Creative Thinking and A Number of Educational Variables in Indonesian Primary and Junior Secondary Schools. Jakarta: Directorate General of Higher Education Department of Education.

Novak, J.D. & Gowin, B.D. (2004). Learning How To Learn. Cambridge University Press.

Pask, G. (1977). Styles and Strategies of Learning. British Joernal of Educational Psychology. Ed. 46.

Schwarz, R. (2002). The Skilled Facilitator: A Comprehenvive Resource for Consultants, Facilitators, Managers, and Coaches. San Francisco. Jossey Bass A Willey Company.

Sprinthall, RC, Schumutte, GT, Sirois, L. (1991). Understanding Educational Research. New Jersey. Prentice Hall Inc.

Sullivan, E .O '. (2001). Transformative Learning. Educational Vission for *the 21st Century,* Toronto: Published in Association with University of Toronto Press.

PSYCHOSOCIAL FACTOR THAT AFFECT LEARNING BASED ON SELF-REGULATION ON GIFTED STUDENT

Nur Eva
State University of Malang
Email: nur.eva2012@gmail.com

Abstract: This study examines the influence of parental involvement, teacher and student interaction, peer support, and the intensity of the use of social media for self regulated learning on gifted students. Quantitative methods are used to determine the influence of independent variables (parental involvement, teacher and student interaction, peer support, and the intensity of the use of social media) to dependent variable (self-regulation learning). Subjects used is 70 gifted student in the accelerated program. The instrument used is Scale Involvement of Parents, Teachers and Students Interaction, Peer Support and Intensity Usage Social Media arranged researcher. The data obtained will be analyzed by regression analysis. Result showed that the contribution of parental involvement, teacher and student interaction, peer support, and the intensity of the use of social media by 49.8% against self regulation learning. Teacher and student interaction variables that most influence (19.15%) of the self regulated learning on gifted student.

Keywords: psychosocial factor, self-regulation, gifted student

Gifted students become an interesting study in education. The Potention of gifted students do not automatically actual in academic performance in school. Indeed, academic achievement is a means to actualize the potention of students to contribute in society. Robinson (2002) saw when gifted students achieve below is a disaster in modern society. If there is no effort to help underachieving gifted students, the society will lose a valuable potention for the advance of a nation (Siegle, Reis, and McCoach, 2001).

This phenomenon occurs in various parts of the world. In the United States the number of underachieving gifted students amounted to nearly 50% of the total gifted students there (Bourgeois, 2011), in Germany amounted to 24% (Stoeger, Ziegler, Martzog, 2008), in Australia 29% (Figg, Rogers, McCormick, Low, 2012), and in Saudi Arabia 31% (Albaili, 2003).

Research in Indonesia showed that around 30% of students who can not complete his studies at the high school level have the intelligence level of more than 130 (the End, 1990). Research by Widyastono, et al (1997) to the junior high school students in the same four provinces showed that 20% of junior high school students who have special intelligent potential are also at risk of fail to advance to the next grade.

Efforts to optimize gifted student has been done by the Government. Law of the Republic of Indonesia Number 20 Year 2003 on National Education System in paragraph 4 explaining that the citizens who have the intelligence and special talents are entitled to special education. Since 2000 special education for students of special smart materialized through differentiated curriculum, namely the acceleration class or grade acceleration. Research conducted by Jin and Moon (2006) explains that gifted students studying in special education programs feel appreciated for a challenging curriculum and professional teacher. Likewise, accelerated program in America got a good appreciation, because the special smart students like to learn and improve their self-esteem (in Alsa, 2007).

Special education for gifted students in Indonesia can be considered as not running optimally. Research (Eva, 2014) found that 15% of students of special programs were not

achieving optimal acceleration class and even some students opt out of the program and moved into regular classes. Likewise with the achievements of the National Examination (UN) in mathematics and science still found value 5 and 6. The values below 7 for mathematics courses tend to occur more (2.5%) than science subjects (0.9%) (Eva, 2014). This suggests that gifted students academic achievement is not only determined by high cognitive ability but also influenced by other factors. Hill (2005) explains that there are four factors that affect gifted students achievement that below, they are, the individual or personal, parents or family, school or education, and community factors.

Self Regulated Learning

Learning that based on self-regulation began to bloom when an expert named Zimmerman (1989) developed this concept in the realm of education. Learning by developing self-regulation came from social cognitive theory by Bandura (1986) which states that man is the result of an interdependent causal structure of the personal aspect (person), behavior (behavior), and the environment (environment). These three aspects are determinant aspects in the study that based on self-regulation.

These three aspects are interrelated determinants of causality, in which the person seeks to regulate itself (self-regulated), the result is a performance or behavior, and this behavior affects the environment changes, and so on (Bandura, 1986). Learning strategies based on self-regulation is an approach in cognitive learning strategies (Graham & Harris, 1993). Learning with self-regulation emphasize the importance of personal responsibility and control to the acquired knowledge and skills (Zimmerman, 1990). Learning that based on self-regulation also brings students into mastery (experts/masters) in learning (Zimmerman & Schunk, 1989). Learning perspective which based on self-regulation in learning and student achievement is not just special (disctintive) but also has implications for how teachers should interact with students, as well as how schools should be organized (Zimmerman, 1990).

Learning is based on a combination of self-regulation of academic learning skills and self-control which makes learning so much easier, so that students are more motivated (Glynn, Aultman, & Owens, 2005). They have the skills and willingness to learn (Murphy & Alexander, 2000). Students who study with self-regulation transform their mental abilities into skills and academic strategies (Zimmerman, 2002).

Learning which based on self-regulation underlines the importance of autonomy and personal responsibility in the learning activities. In the learning process, students have the ability to learn by self regulation establish learning goals, try to monitor, regulate and control their cognition, motivation, and behavior to achieve the goals that have been set (Valle et al., 2008).

Cognitive abilities that very important to do with the learning process are learning strategies to understand the contents of the subject matter, learning strategies in believing the importance of the content of the subject matter, and its application as well as absorb the values contained in the subject matter (Love & Kruger, 2005). In other words, the used learning strategies are very important so that the learning process can be run effectively and efficiently. The used learning strategies are not merely a strategy of active learning (Schapiro & Livingston, 2000), but it must be a strategy that really can bring students to the achievement of indicators that have been set, a strategy that takes students

on understanding the material internally (internalization of the subject matter). It is said by Gagne (1985, in Merdinger, et al., 2005) that the elements that affect the learning process in order to be an effective strategy in determining the learning objectives knowing when to use the strategies and monitor the effectiveness of learning strategies. In the learning process at both the basic and the advanced, self-regulation in learning (self-regulated learning) is an important approach. Self-regulation strategies in learning are suitable for all levels of education, except for the third grade elementary school to below (Woolfolk, 2008).

Zimmerman (1990) identified some learning strategies commonly used by someone who has the ability to study using self-regulation, which are: self-evaluation (self-evaluation); organizing (organizing) and transformation process (transforming); aiming goals and planning (goal setting and planning); gathering information (seeking information); making and checking records (keeping records and monitoring); set the environment (environmental structuring); self concequences; repeating and remembering (rehearsing and memorizing); seek help (seeking social assistance) to peers, teachers, or other adults; as well as reviewing notes and textbooks (review of records).

Factors Affecting Self-Regulated Learning

Self regulated learning integrate lot of things about effective learning. Cognition, knowledge, motivation, social support, and social media are important factors that can affect self regulated learning.

Cognitive

Cognitive ability that very important to do with the learning process is learning strategies to understand the contents of the subject matter, learning strategies in believing the importance of the content of the subject matter, and its application as well as absorb the values contained in the subject matter (Love & Kruger, 2005).

Knowledge

The refered knowledge is the knowledge on self-esteem, the content of the subject mater, the assignments, the learning strategies, and the context of the learning process that been used. Students who are learning by self regulation can be addressed as an 'expertized' students. Expertized Students know themselves and how they learn the best. They know their preferred learning style, what is easy and difficult for them, how to cope with difficult passages, what their interests and talents, and how to utilize their strengths/advantages (Woolfolk, 2008). They also know the material being studied; the more material they learned the more they know, and the easier it is to learn more (Alexander, 2006). They may understand that different learning tasks require different approaches. And they realize that learning is often difficult and rare knowledge is absolute; usually there are many different ways to look at a problem and there are many kinds of solutions (Pressley, 1995).

Motivation

Zimmerman & Martinez-Pons (2001) defined as the degree to which participants are actively involve metacognition, motivation, and behavior in the learning process. Learning which based on self-regulation is defined as a form of individual learning by relying on their learning motivation, which autonomously develop measurement

(cognition, metacognition, and behavior), and monitor the progress of learning (Baumert et al., 2002).

Social Support

Schunk and Zimmerman (1998) states that individuals have the learning competence based on self-regulation (self-regulated learning) initially evolved from social influences and subsequently switch to influence theirself. Learning which based on self-regulation as a learned behavior of individuals can come from the interaction of social environment that strongly influenced individual by the received social support from their environment.

Humans as social beings make interaction with people around him become a necessity. Students interact with parents, teachers, and peers. Parental involvement can increase the child's self-regulated learning. Parents teach and support self-regulated learning through modeling, encouraging, facilitating, mereward goal setting, use a good strategy, and other processes (Martinez-Pons, 2002).

In adolescence the need for peering sharply increase from childhood along with the widespread activities of children. Peers come from children of neighbors or friends in the school. Peers have a major influence on adolescents in three forms (Eisenberg, Fabes, & Spinrad, 2006; Rubin, Bukowski, & Parker, 2006) that are the attitudes and values, social development, and social support.

Gifted students with specific characteristics such diverse interests and high curiosity, idealistic, low tolerance for delays, the real creativity, and a strong motivation of self-actualization needs require teachers who have distinct characteristics as well.

Feldhusen (1997) found teachers for gifted student would be more productive if it has the competence, skills and knowledge needed rather than having preferred personality. However, when asked at the gifted students, teacher's characteristics that they adore are teachers who have personal-social quality rather than teachers who have an intellectual quality. This is consistent with research by Widyorini (2008) that special Intelligent student prefers benevolent teacher, not grumpy, humorous, and clever.

Social Media Facebook

Indonesia is the fourth-largest Facebook users in the world. Facebook in 2009 in Indonesia increased by 700% compared to 2008. The majority of Facebook users are 15-39 years of age. This shows that social media, especially Facebook users are young people. In fact, according to Lutfie (in Pranasetyawan 2010) Facebook users in Indonesia which 13 years old amounted to 360,000 persons. This age is the age of high school students (Junior High School).

In learning activities, Mangkulo (2010) suggests facebook used as a medium of learning so that students can deliver the subject matter in the form of video or text, exam schedules, and held discussions with facebook users. This way greatly helps students to acquire information relating to the material being studied in school.

Problem Definition

Siegel and McCoach (2005) explain that one of the personal factors that influence Special Intelligent student's achievement is self-regulation. Research conducted by Baslanti and McCoach (2006) and Alsa (2005) explains that the learning based on self-regulation (self-regulation learning) is the best predictor to distinguish gifted students who achive high or low. There is a positive correlation between self-regulation based

learning and achievement motivation. Learning based on self-regulation will maintain gifted student achievement motivation.

Learning based on self-regulation (self-regulated learning) evolved from the social cognition theory by Bandura (1997). According to the theory of social cognition, man is the result of an interdependent causal structure of the personal aspect (person), behavior (behavior), and the environment (environment). These three aspects are determinant aspects in the learning based on self-regulation (self-regulated learning). These three aspects are interrelated determinants of causation, where individuals try to regulate themselves (self-regulated), the result is a performance or behavior, and this behavior affects the environment changes, and so on (Bandura, 1986).

Schunk and Zimmerman (1998) states that individuals have the competence-based learning self-regulation (self-regulated learning) initially evolve from social influences subsequent switch to influence theirselves. Matsumoto (2008), add that cultural factors also influence the application of learning based on self-regulation (self-regulated learning). Cultural values espoused by students will be instrumental in implementing self-regulated learning in order to achieve learning objectives.

Schunk and Zimmerman (1998) stated that the ability to learn based on self-regulation (self-regulated learning) appears in a series of skill levels of regulation covering four levels of development, namely the observation, equality, self-control and self-regulation level. At the level of development of observation and imitation, learning competency based on self-regulation (self-regulated learning) develops individual from social influences that include teachers, parents, coaches and peers. Furthermore, on the level of development of self-control and self-regulation, the individual has been able to implement self-regulated learning strategies independently.

Thus the study based on self-regulation of individuals are influenced by the environment, especially the social environment. Social environment includes parents, friends, teachers and social media are emerging in today's technological era. This study wanted to know how big the influence of psychosocial factors in shaping the learning activities based on self-regulation.

METHOD

Criteria for the subjects in this study are the Special Intelligent students with IQ score of 120 (TIKI) which which join an accelerated program at SMPN 1 Sidoarjo. Number of subjects is 70 people. Subjects age were 13-14 years. Subject's parent's education is undergraduate.

This study uses five scales, i.e. Parental Involvement Scale, Peer Support Scale, Teacher and Student Interaction Scale, Intensity of Social Media Usage Scale, and Learning Based on Self Regulation Scale. These Five scales are composed by researcher based on Likert Scale.

Parental Involvement scale consists 41 items with validity scores of 0.27 – 0.659 and reliability score of 0. 893, Peer Support Scale consists 24 items with validity scores of 0.256 – 0.615 and reliability score of 0.771. Teacher and Student Interaction scale consisted of 36 items with validity score of 0.237 – 0.612 and reliability score of 0.83. Intensity of Social Media *Facebook* Usage Scale consisted of 18 items with validity score

of 0.29 – 0.709. Study Based on Self Regulation Scale consists 50 items with validity score of 0.244 to 0.613 and reliability score of 0.882.

The Data were collected by delivering The Parent Involvement Scale, Peer Support Scale, Teacher and Student Interaction Scale, Intensity of Social Media Usage Scale, and Learning Based Self-Regulation Scale to 77 grade IX students in the accelerated program in SMP Negeri 1 Sidoarjo. IX grader students in the accelerated program are divided into three classes. Researcher was aided by an assistant for data retrieval on Saturday, 8 August 2015 at 1:00 p.m. to 2:00 p.m.

The data used in this study come from subjects totaling 70 people. Initially the collected data are amounted 77 people. Data from seven subjects can not be used due to incompletion in providing responses on the scale. Data analysis was performed by regression analysis to determine the contribution of independent variables on the dependent variable.

RESULTS

Regression analysis showed that the contribution of parental involvement, teacher and student interaction, peer support, and the intensity of the use of social media facebook amounted to 49.8% of learning activities based on self-regulation. Teacher and student interaction variable is the one that influence most (19.15%) to the learning activities based on self-regulation. The result of the analysis demonstrates that the proposed hypothesis is accepted.

CONCLUSIONS AND DISCUSSION

The conclusion from this study indicates that the contribution of parental involvement, teacher and student interaction, peer support, and the intensity of the use of social media facebook amounted to 49.8% on the learning process based on self-regulation by gifted students. Teacher and student interaction variable is the most influencing variable (19.15%) to the learning activities based on self-regulation in gifted students.

This result shows that the involvement of parents, teacher and student interaction, peer support, and the intensity of the use of social media create a significant contribution to the learning activities based on self-regulation. As described by Zimmerman (1989) that learning based on self-regulation evolves from social cognitive theory by Bandura (1986) which states that man is the result of an interdependent causal structure of the personal aspect (person), behavior (behavior), and the environment (environment). So the environment contributes significantly in shaping learning activities based on self-regulation.

From the four variables studied, namely the involvement of parents, teacher and student interaction, peer support, and the intensity of the use of social media Facebook, the teacher and student interaction variable is the most influencing variable (19.15%) to the learning activities based on self-regulation. It proves that the interaction between teachers and students make a significant contribution to the learning activities based on self-regulation.

Teacher plays an important role in creating learning activities based on self-regulation. The interaction of students and teachers increases gifted students' motivation, although

gifted students have a high intrinsic motivation in learning, but they still need support from social environment.

Some efforts that teachers can do in interact with gifted students are by creating a conducive learning atmosphere, organizing classes, and creating effective learning. These can done by taking into account the special characteristics of gifted student that eager to control their learning experiences (Zarfiel in Hawadi, 2006).

Learning based on self-regulation (Zimmerman, 1989) evolved from the social cognitive theory of Bandura (1986) which states that man is the result of an interdependent causal structure of the personal aspect (person), behavior (behavior), and the environment (environment). These three aspects are determinant aspects in the learning based on self-regulation.

Learning process that based on self-regulation as a learned behavior of individuals from the interaction of social environment strongly influenced by the received social support by individuals from their environment. Gifted students as social beings interact to their social environment in life. Parents are the first social environment in the home. Teachers and peers are the social environment after gifted students get out of the house. At this time the development of communication technology causes the individuals to interact with others through social media via electronics device.

Schunk and Zimmerman (1998) stated that the ability to learn based on self-regulation (self-regulated learning) appears in a series of skill levels of regulation covering four levels of development, namely the observation, equality, self-control, and self-regulation level. At the level of development of observation and imitation, learning competency based on self-regulation (self-regulated learning) develops individual from social influences that include teachers, parents, coaches and peers. Furthermore, on the level of development of self-control and self-regulation, the individual has been able to implement self-regulated learning strategies independently.

Parents have several roles in enhancing learning activities based on self-regulation. Parents guide children in choosing learning strategies to use. Parents serve as a model by giving example in resolve problems that encountered in the study. Parents can also help children evaluate and discuss the result of their study (Reis, 2004).

Parent of gifted student with undergraduate educational background has a high involvement (the empirical average amounted to 157.157) in gifted student's learning. Parents provide learning facilities, motivate, give an example, monitor activity, helping in finding solutions, and guide children.

Teacher and Special Intelligent student interactions is relatively high (the empirical average amounted to 129.771). Teachers create a conducive atmosphere, organize the class effectively and create learning according to gifted students' needs. The ability of teachers to create a conducive atmosphere in interact with students playing a significant role in fertilizing a positive learning environment and increase student achievement (Pianta, 2008).

At the same age, adolescents will have the same experience. They choose friends because of their similarity. This intimacy will be supported in youth as they talk about thoughts and feelings which are very personal to the person who they believe to be accepted and understood.

Friends for teens give positive and negative influences. Especially negative influence in forming the risky behaviors such as smoking, alcohol, etc. Positive effect associated with the support and close nurturance. Peer contributes in building adolescent self-esteem and develops social understanding, where teenagers will compare the view generated by himself and by his friends (Sullivan, 1953 in Arnett, 2013).

Peer support for gifted students is high (the empirical average amounted to 90.443). The Support given to gifted students includes support in form of information, direct assistance, friendship, and respect.

The intensity of the use of social media facebook in gifted students is low (the empirical average amounted to 41.257). It shows that students that classified as gifted students who use facebook in times and frequently is low. Thus, the presence of social media of Facebook does not interfere with the activity of learning and personal relationships.

Research conducted by the Associated Chamber of Commerce and Industry of India (ASSOCHAM) in 2012, in a study conducted to 2000 Indian adolescents aged 12 to 20 years proved that the majority of respondents said that addiction to the use of social media has made them suffer from insomnia, depression, and poor personal relationships with their counterparts in the real world. (Word & Ngasis, 2012).

Positive relationship intensity from the use of facebook and student learning achievement was learnt by Karpinski (in Pranasetyawan, 2010). Students who are active users of social media facebook achieve lower than the students who did not use social media facebook. According to Karpinski, it is because social media has caused student learning time consumed by playing activities when using social media facebook. An average of 1-5 students use time around 11 to 15 hours of study time per week to play the social media facebook.

Gifted students highly demonstrates high ability in learning activities based on self-regulation (the empirical average is 179.657). Gifted students are capable in independent business covering planning, implementation, and evaluation of the results of their study independently. They are also able to adjust the learning environment, both from the physical environment (e.g, a place of learning, learning conditions) as well as from the social environment (e.g, a friend of learning).

The limitation in this study is the used instrument that only tested on the subject which is limited and still unclear due to its validity and reliability for each dimension. Subsequent studies must be tested back to the subject by more and more in-depth analysis methods, such as using confirmatory factor, in order to create a standardized scale measuring devices.

References

Achir, Y.A. (1990). *Bakat dan prestasi*. Disertasi: Jakarta: Fakultas Psikologi UI

Albaili, M. A., (2003). Motivational goal orientations of intelektually gifted achieving and underachieving students in the united arab emirates. *Social Behavior and Personality*, 31 (2), 107-120.©Society for Personality Research (Inc.)

Alsa, A. (2005). Perbedaan sosialisasi antara siswa kelas akselerasi dan kelas reguler dalam lingkungan pergaulan di sekolah. *Humanitas. Indonesian Psychological Journal.* Vol 2. No 1, pp 28-40.

Alsa, A. (2007). *Keunggulan dan kelemahan program akselerasi pada tingkat sma: tinjauan psikologi pendidikan.* Yogyakarta: Fakultas Psikologi UGM

Bourgeois, B. (2011). Gifted studendt underachievement in high school: a grounded theory. *Disertasi.* Tulsa, Oklahoma: Oral Robert University

Eva, N. (2014). Faktor-faktor yang mempengaruhi siswa *gifted underavhiever*. *Proceeding*. Surabaya: Temu Ilmiah Nasional APPI 2014

Eisenberg, Fabes, & Spinrad, (2006) dalam Eggen, P. &Kauchak, D. (2010). *Educational psychology: Windows on classroom*. Eighth edition. Malaysia: Pearson Education

Feldhusen, J.F. (1997). Secondary service, opportunities, and activities for talented youth. In N. Colangelo & G.A. Davis (Eds.), *Handbook of gifted education* (pp.197-208). Boston: Allyn & Bacon

Hill, J. (2005). *Understanding Underachievement of Gifted Student: Insights and Implications*. University of Georgia Mary Forehand

Jin, Suk-Un & Moon, S.M. (2006). Study of well being and school satisfaction among academically talented students attending a science high school in korea. *Gifted Child Quarterly* 2006 50: 169 diakses nopember 2011 dari http://www.sagepublication.com

McCoach, D. B, & Siegle, D. (2003). *Factors That Differentiate Underachieving Gifted Students From High-Achieving Gifted Students*. Diunduh dari http://www.sagepublication.com

McCoach, D. Betsy & Siegle, Del. (2001). *Why try? Factors that differentiate underachieving gifted students from high achieving gifted students*. Paper presented at the Annual Meeting of the American Educational Research Association. Seattle, WA, April 10-14, 2001

Robinson, N. M. (2002). Individual differences in gifted students' attributes for academic performances. In Neihart, M., Reis, S. M., Robinson, N. M., & Moon, S. M. (Eds.), *The social and emotional development of gifted children: What do we know?* (pp. 137-153). Waco,TX: Prufrock Press 13

Stoeger, H., Ziegler, A., Martzog, P.(2008). Deficits in fine motor skill as an important factor in the identification of gifted underachievers in primary school. *Psychology Science Quarterly*,50,2, ProQouest Journal, pg 134

Widyastono, H., dkk. (1997). *Profil peserta didik yang memerlukan perhatian khusus di sekolah lanjutan pertama*. Jakarta: Balitbang Dikbud

Zimmerman, B. J. (1989). A social cognitive view of self-regulated academic learning. *Journal of Educational Psychology*, 81(3), 329-339.

Zimmerman, B.J. (1990). Self-regulating academic learning and achievement: The emergence of a social cognitive perspective. *Educational Psychology Review*, 2, 173-196.

DEVELOPMENT OF INTEGRATED MORAL EDUCATION MODEL IN ELEMENTARY SCHOOL

Sulthoni
State University of Malang
Email: tonikueren@gmail.com

Abstract: At this time, deviant behavior is increasingly rampant. It shows awareness of good character and morals degenerated. Education in schools is responsible for the deterioration as well as models of moral education implemented. To overcome this, there needs to be an integrated model of moral education in primary schools, this study aims to produce a model of moral education in primary schools by using qualitative descriptive method and classroom action research, while the data collection was done by interview, observation,. The research result is an integrated model of moral education in primary schools. For further research, there needs to develop a broader and deeper of such matter.

Keywords: model of moral education, elementary school

Error! Bookmark not defined. The purpose of National Education in Indonesia as stated in the Law of the Republic of Indonesia No. 20 of 2003, Chapter II, Article 3 expressly formulated that: The purpose of National Education is for the development of students' potentials to become religious and devoted to God Almighty, noble, healthy, knowledgeable, acquired skills, creative, independent, and be a democratic citizen and responsible.

In those objectives it is formulated that learners in addition to be healthy, knowledgeable, acquired skills, creative, independent, and be a democratic citizen and accountable, the main thing is to become a human being who are faithful and devoted to God Almighty, and noble. Thus the preferred educational efforts are primarily on moral development, morals and morality so that the mandate of the legislation can be achieved.

In today's society there occurs such demand to establish the moral education based on three considerations: (1) weakening of family ties; (2) negative trends in teen life today; (3) a revival and the need for ethical values, morals, and manners of today (Zuriah, 2007: 10).

Dewantara (1962: 485) states that teaching manners to children would be enough to familiarize them to behave well, for children who are able to think by giving particulars needed by them, so that they can understand and realize about kindness and evils in general and for adult children should be given suggestions for doing a good behavior with deliberate way. Thus moral education requirements called by Dewantara by the method of "ngreti-ngrasa-nglakoni" (realize, feel and execution).

Planting moral values should be started early, especially in the golden age (the golden age) that is aged 0-6 years because at this time not less than 100 billion brain cells are ready to be stimulated so that a person's intelligence can develop optimally. The first six-year is the period of the most important and decisive time in establishing the child's intelligence rather than its aftermath. It means that if children gets maximum stimulation, the potential development of the child will be awakened to the maximum (Hariwijaya 2009: 16).

METHOD

This study tested the learning model for moral education in elementary schools Lesanpuro IV Malang. Therefore, in this study used action research (action research). This action research according to Mc. Taggart (1988: 34) begins by preparing a lesson plan, implement in learning activities, observe, analyze, and revise based on suggestions trials.

In accordance with the stages, action research is conducted in three cycles. The researcher together with 3rd grade teacher gradually carried out the activities of planning, action (classroom teachers), make the observation of action, as well as to reflect the results of the action

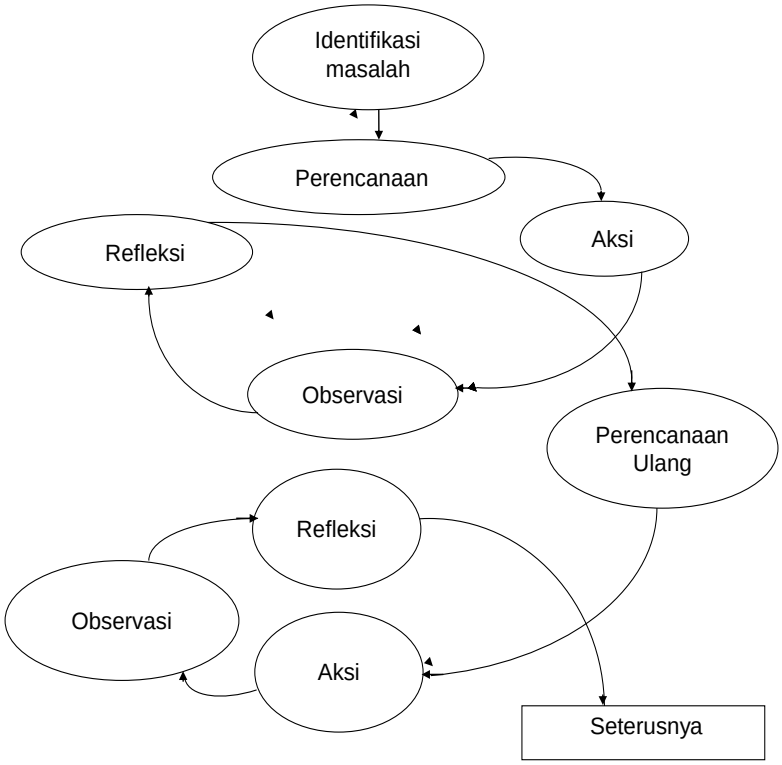


Figure: 3. 2. Classroom Behavior Spiral
(Adaptation from Hopkins, 1993:48)

RESULTS

From the analysis of the development of model of moral education in elementary schools, there are some findings such as the following:

Model of Learning

Implementation of the action was attended by 49 students, the implementation of the action were as follows: the teachers were ready at the door of the classroom, the students lined up to enter the classroom. The students entered the classroom, shaked hands with the class teacher. After sitting on their chairs respectively neatly, the teacher greeted them and continued with a prayer performed together. After the prayer, the learners were asked to reflect for a moment with closed eyes, concentration, by emptying the mind to face the learning.

Two minutes after the muses (praying), the teacher gave an introduction about materials and discussions. Learners were asked to learn the material in textbooks. Learners asked about parts, which they did not understand Learners were asked to group into 10 groups each group of 5 students as many as 9 groups, and one group of 4 students. Teachers distributed assignment sheet problems that have been prepared. The time given was 25 minutes for discussion. After 25 minutes of completion, given the limited time, there were 5 groups who were asked to present the results of their discussion. Each group was given a time of 4 minutes. The other group responded. From the observation, most learners had the courage to express opinions or respond to groups presenting.

Findings : (a). Model of moral education can enable students in learning, (b). Model of moral education in learning to instill moral values, (c) Model of moral education can improve the performance of learners

Integrated moral education model is described as follows:

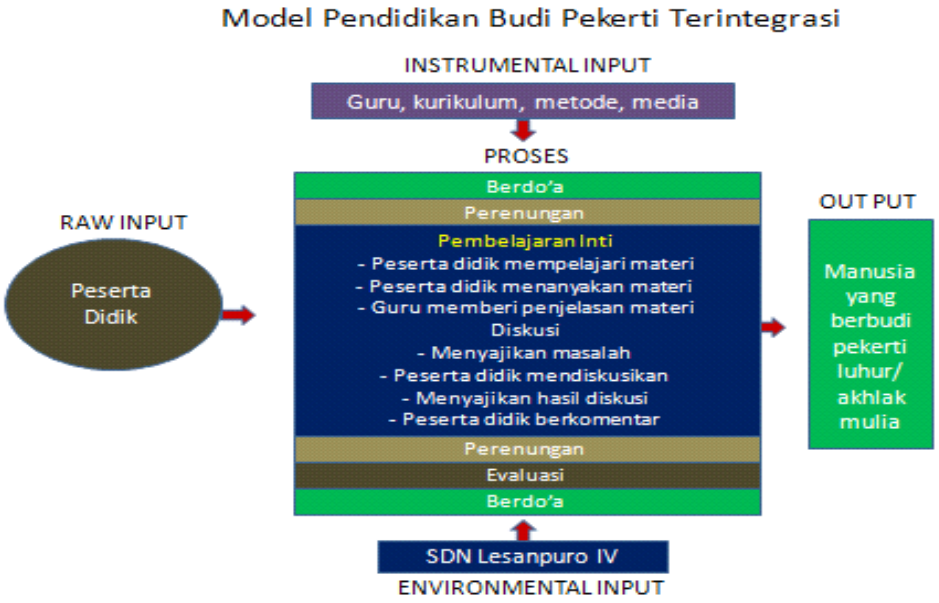


Figure 4.1 : Integrated model of moral education in elementary schools

DISCUSSION

Model of integrated moral education in elementary schools developed, there are some findings that will be presented below.

Model of moral education can enable students in learning. Learning that are typically used by teachers is to use a discourse method and occasionally asked questions that make students to be passive, only listening to the description of the teacher, students are not adequately involved in learning. When, at a time of learning, of the utmost importance are students, teacher, as a facilitator is to facilitate students to learn. (b) Model of moral education, teachers use the method of discussion adapted from a model of class meeting of Bruce Joyce. In the method mentioned, liveliness and enthusiasm of learners is seen in the learning. Learners really concentrate to solve the problem given by the teacher. Likewise, teachers should not be silent and sit down, but also actively help and encourage students to be active in expressing their opinions. Thus through the model it can enable students in learning. (c) Model of effective moral education in instilling moral values.

With the model learners are directly embedded values of manners, such as tolerance, growth of self-discipline, have a sense of self-respect, have a sense of responsibility, the growth of self-potential, the growth of love and affection, have togetherness and mutual cooperation, have a taste of solidarity, have mutual respect. Have manners and politeness, the growth of honesty. In addition, the issues discussed by the students are a problem solved through the innermost of students. Thus, the learners would absorb and feel the values contained in the material and is expected to be practiced in everyday life. (d) Model of moral education can improve the performance of learners.

With this, model learners feel happy, passionate, and active in learning, as well as the presence of reflection before and after a learning is conducted, the learners concentrate and purify the mind, which in turn centered on learning. Contemplation is adapted from learning model of integrated human values by Na-Ayudya (2008: 13) called as to sit still. In the process of learning, every lesson should start with exercises to calm the mind and help students to focus the mind. In fact, it is suggested that all activities that require concentration, calmness, enrichment of memory, peace and others should begin by sitting silently. Committing to a silent sit for a few minutes prior to a test turned out to be very useful, so that learning materials can be managed properly. In this model of moral education, contemplation is not only at the beginning of the learning alone but after the learning, before held a test, learners.

CONCLUSION AND RECOMMENDATION

Conclusion

Integrated moral education through the model developed in this study shows that there is a significant increase of learning achievement and the increase in the values of manners of the learners.

Recommendation

Based on the research, the researcher provides recommendations to the school that the cultivation of moral values needs to be balanced with environmental conditions that support such material. For that, the principal should be able to create a school environment that can support the cultivation of moral values. For teachers in implementing the learning should be able to create an atmosphere that is morally correct, teachers should have a character in encountering the students in the class, these characters include sincerity, loyalty, affection, patience, love, tenderness, joy, improvisation, self-control, fulfilling the job. Thus, teachers who have the characters aforementioned in front of students can be a role model to be imitated and listened to because they can perform a learning process in a sense of pleasure, tranquility in learning. ✍

Reference

Aqib, Z. *et al.* (2008). *Penelitian Tindakan Kelas*. Bandung: YRama Widya.

Hariwijaya, M.dan Sukaca, B.E. (2009). *Paud: Melejitkan Potensi Anak dengan Pendidikan Sejak Dini.* Jogyakarta: Mahadhika Publishing.

Joyce, B. and Weil, M. (1986). *Models of Teaching.* New Jersey: Prentice-Englewood Cliffs.

Na-Ayudhya, A.O.J. (2008). *Model Pembelajaran Nilai-Nilai Kemanusiaan Terpadu (Human Values Integrated Instructional Model).* Jakarta: Yayasan Pendidikan Satya Sai Indonesia.

UUSPN. (2003). *Undang-Undang Sistem Pendidikan Nasional*. Jakarta: Sinar Grafika.

Wardhani, IGAK. (2007). *Penelitian Tindakan Kelas.* Modul 1-6. Jakarta: Universitas Terbuka.

Zuriah, N. (2007). *Pendidikan Moral & Budi Pekerti Dalam Perspektif Perubahan*. Jakarta:Bumi Aksara.

ROLE OF INFORMAL, FORMAL, NONFORMAL EDUCATION IN FORMING ADAPTIVE BEHAVIOR AND DEVELOPMENT OF CURRICULUM SOCIAL STUDIES FOR SLOW LEARNER CHILDREN IN SD INKLUSIF

Ruminiati
State University of Malang
Email:ruminiati@gmail.com

Abstract: This study aims to help parents, schools, communities to be able to develop adaptive behavior and accomodative curriculum. This study used qualitative method with the design of development of Borg and Gall (2003) with a social approach . The results show the role of parents, schools and the community is very important in the formation of the development of adaptive behavior and development of accomodative curriculum in children with special needs. Formal, informal and non-formal education need to cooperate in dealing with special needs children with a disorder of being slow learner.

Key words: informal education, formal, non formal, adaptive behavior, inclusive curriculum, elementary schools

Referring to PP No. 19 Year 2005 which is now amended in PP Number 32 Year 2013 on National Education Standards, explained that children with special needs are entitled to education as any other normal children. Including among children with special needs is inclusive children . The government lately has a high enough attention to inclusive children . In formal judicial, the attention was poured into Permendiknas No. 70 year 2009. This step is very good, according to the statement by Ruminiati & Muchtar (2009) about the content of the UUD 1945 of Article 31 paragraph (1) stating that *every citizen is entitled to obtain education, and in paragraph (2) states that every citizen is obliged to follow basic education and the government to facilitate them.* One of the community of citizens who are entitled to education as described above is inclusive child. Child Rights Convention by UNESCO (in Ruminiati & Wijayantin 2011) states that it is estimate that the number of children with special needs in Indonesia, including inclusive children, approximately 7-10% of the total number of Indonesian children.

Inclusive education started to be planned since twenty years ago, at an international conference organized by UNESCO, in Salamanca Spain. The term of inclusive itself comes from an English language inclusive, which means including, insert (Foreman, 2001). This conference produced international consensus on the importance of implementation of inclusive education for all countries in the world. The beginning of the inclusive education of the United States with the demands of educational services similar to normal children.

In addition to the international conference, the UN General council states that the convention of children's rights (*Convention on the Right of the Child*) is an agreement between several states which are binding, both juridical and political organizing things relating to children's rights. Three principles contained in the convention of children's rights, among others, non-discrimination, which is best for children (*best interest of the child*), the right of ife, survival and development, that until now it has been followed by Indonesia, although there are still a small part of inclusive schools in Indonesia (Ruminiati & Wijayantin, 2011)

Literature Review

Inclusive school

Inclusive school is a system of special education services that imply that all children with disabilities are served in nearby public schools (O Neil in Budiyanto, 2006). The same thing was once said by Stainback (in Ruminiati & Wijayantin, 2011) that an inclusive school is a school that caters all students in the same class, with the proper education program, as well as the appropriate facilities, so that all students can succeed well.

Furthermore, Foreman (2001) explains the essential difference between integration and inclusion. In school integration, it will address the question: "Can we meet the needs of (special) students? In an inclusive school addresses a question as such: "How do we provide education services that can meet the special needs of students? Inclusive concept for children with special needs, in fact applies not only to children but also for adults, which is applicable in the context of classroom, school, family and society. Thus, the practical goal of inclusive education includes objectives for the benefit of children, teachers, parents, and community / observer of inclusive (UNESCO in Skjorten, 2003).

This means that by studying at school, inclusive child feels confident and proud to learn alongside their peers, children can learn to accept differences, able to adapt to overcome differences, able to actively interact with peers and teachers in school settings. Similarly, for teachers, they will be able to learn to overcome the challenges in serving children with special needs in the class. As for the parents, they can learn how to educate her son with special needs, in the family. More importantly, parents will receive and be aware of the fact, that the son / daughter is different from other normal children, although it can be aligned with their peers. Similarly, with the public perception, they will not look down on children with special needs such as slow learner children in their own environment. Foreman (2001) categorizes disability of inclusive children into five categories, namely intellectual disabilities, phisical disability, sensory disability, behaviour problems, and learning difficulties.

The definition of adative behavior according to Yuyun (2014) is the behavior of children with special needs in accordance with the environment. Therefore, the role of parents *(informal)*, schools (*formal)* and community *(non formal)* is very important in developing adaptive behavior and accomodative curriculum development for special needs children with the disorder of slow learner. Parents familiarize ABK to good behavior eg in an event of giving a visit to neighours, should knock on the door first, sitting nicely, should not walk around on the chair. In an event of going to school, give a goodbye to the father / mother and other family members. Similarly, people get used to ABK to behave accordingly in their environment. For example for ABK who are already quite mature, should be familiarized to good behaviors. For example, in an event of meeting somebody should greet them, invited to shake hands first, in an event of independence anniversary activities involved in helping setting up chairs, entertainment stage, even if possible are to be involved to come to fill the activities / events.

Thus, the roles of informal, formal, non-formal education need a good cooperation in developing the behavior of ABK to be able to adjust to the environment in which they are located.

Inclusive Education Curriculum

In accordance with Article 7 in the Permendiknas No. 70 Year 2009, the curriculum used in the inclusive education is the educational unit level curriculum that accommodates the needs and abilities of learners in accordance with the flair of interest and potential, and article 8 in Permendiknas No 70, also states that inclusive education considers principles of learning adapted to the characteristics of learners.

There are two references in the education unit curriculum development in inclusive education providers. First, for students who can follow the national education standards, then the curriculum is developed with reference to national standards as well as an examination held also follows the national standards (article 9, paragraph 1) Second, for students who can not follow or meet national education standards, with the support of adequate assessment, using a curriculum developed by the school with the standards in accordance with constraints or conditions of learners, as well as the implementation of the test also uses the standard set by the relevant educational unit. However the reality is that there are still a lot of inclusive schools that do not have a curriculum corresponding with the provisions above.

Based on the results of research on this accommodative curriculum development, evidence in the field suggests that the implementation of inclusive education in these schools still do not use standardized curriculum. In general, schools still use the regular curriculum adapted to the conditions of students. In fact, some schools do not use inclusive curriculum in the administration of education, but generalize the regular curriculum. Thus treatment of inclusive students are the same with students in general. In fact, inclusive students with slowl learning (slow learner children) should require a curriculum that takes into account the ability / IQ and the characteristics of the child, as well as environmental conditions. The same thing as said by Yuniar (2006) that the special characteristics of children such as autism there are 22 kinds of symptoms, therefore if entered inclusive schools with a category of slow learning , can not be given a heavy burden / hard.

Curriculum of IPS is very important for inclusive children, aside from other classes, because IPS is one of the materials taught to students in elementary schools, including those inclusive children. IPS in elementary schools is a combination of several science fields adapted from social science concept, such as the education of history, geography, economics and sociology, although the reality is that anthropology material also is integrated in it (Ruminiati, 2010). Based on the results of research in the field, it is known that IPS is one of the materials thought to be too hard and burden the inclusive students. This is because the materials contained in IPS in general are in nature of memorizing and relatively hard to be conditioned that it ends up in contextual nature. For example, materials about ASEAN, UN, or Politics Abroad, for high class, it would be relatively too hard to be understood because it would be too hard to be made in a concrete means. ASEAN, UN are abstract. Abstract knowledge is a hard thing for inclusive students. Different with IPA where materials learned existed around the children' s surrounding that IPA materials can be made to be real, for children through trials.

Teaching social studies to children of inclusive, as stated earlier, it is not easy. There needs to be arrangement from the outset thus, IPS material as much as possible can be understood by the student of inclusive. Therefore, there needs to be accommodative

curriculum developed specifically for the students of inclusive. Accomodative curriculum referred is the change of curriculum used in regular students, accommodated corresponding to the IQ and skills, environment and inclusive children characters such as slow learner hildren, so that there will be parts of KD kept simple even more erased adjusted to the conditions of the students. Cuskelly (in Conway, 2001) suggests that inclusive curriculum must focus on two things namely the needs of individuals and flexibility. Conway (2001) states that the concept of inclusive curriculum as a form of curriculum accomodating the needs of study for children. Whereas findings in several elementary school, show that the learning of IPS for inclusive students, specifically for slow learning impaired are more difficult than IPA study. This is due to IPS tends to be memorizing sessions than looking at the real things such trials in laboratory that seems interesting and more fun. Whereas the learning of IPS, Indonesian or PKn/ PPKn tends to demand themselves to memorize. Works for memorizing names of mountains, rivers, lands, capital cities, countries, heroes, are subjects need a high memorizing skills that it is difficult for inclusive children with slow learning ability. Thus IPS curriculum or others need to be accomodated with operational verb that is simpler according to the capability of IQ and characters or the students environment. The same as learning model which is interesting and more fun for slow learner students is urgently needed so that the subjects taught will not be boring. This is in line with the opinion of (Kagan and Kagan, 2009), stating that learning is demanded to be fun for students and teachers. Whereas according to Budiyanto (2010) phases of accomodaing inclusive curriculum are four, namely (1) original KD parts of KKO is changed, (2) original KD parts of KKO is changed, (3) Accomodative KD is added. All of them are adjusted with the capability of IQ, characters and enviconment. Aside from the aforementioned matters, it is expected that the inclusive curriculum for slow learning students is to hold curriculum in psychomotor (Ruminiati and Wijayantin, 2011)

METHODOLOGY

This research was designed by using development design, in accordance with the objective of this research to develop inclusive education curriculum. Design of development used was using Bord and Gall design (2003) through 10 phases modified, namely (1) field needs survey based on teoretical review and observation to inclusive children characteristics; (2) plan for curriculum; (3) development of curriculum model; (4) test of validation of curriculum experts, inclusive educaiton experts, and children psychology experts; (5) revision of curriculum model based on expertise validation test; (6) limited scale trial; (7) revision of curriculum model based on limited scale trial; (8) wide are scale test; (9) revision of curriculum model based on wide are scale test; (10) double products and socialization of curriculum. Subsequently the research is analyzed and discussed with several theories and result of the previous research' s result. The following are procedures for development.

Chart of Procedures of Development for Accomodative IPS Curriculum in Elementary School grade Four (High)

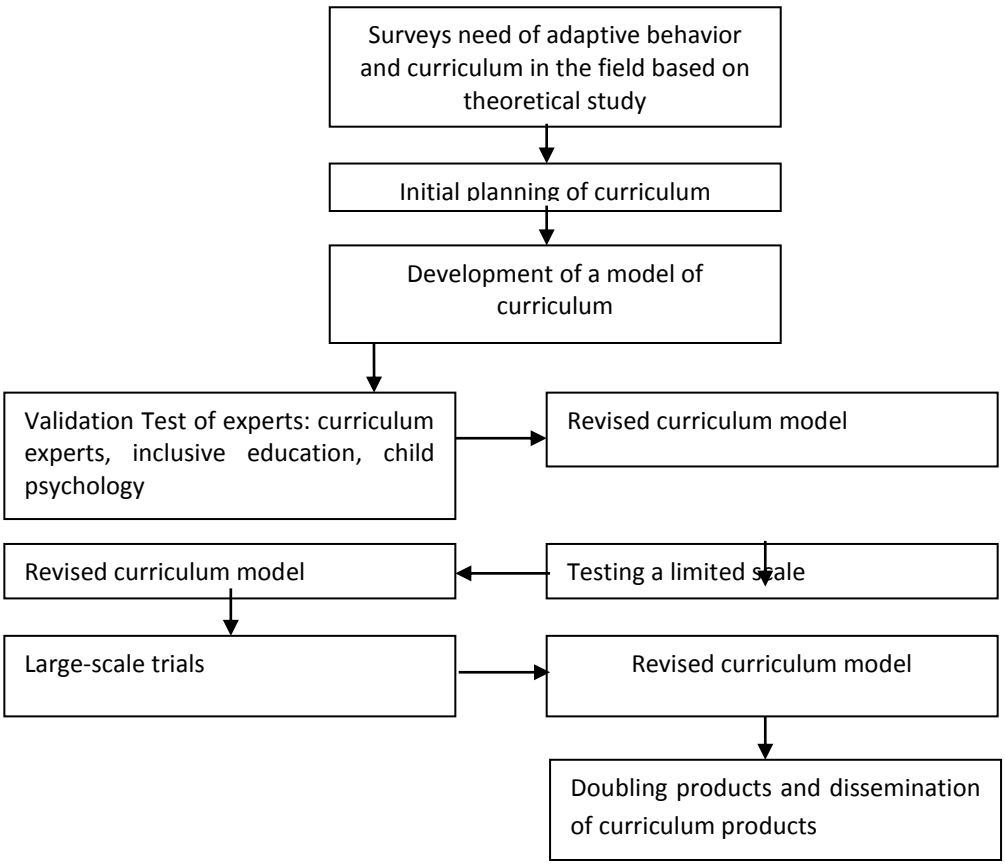


Chart Procedures of Inclusive Curriculum Development with design Borg & Gall (2003)

RESULTS OF RESEARCH AND DISCUSSION

Below are the findings of the research with examples of IPS curriuculum of accomodative grade IV in the level of elementary schools for children with slow learning ability IQ 70 - 90.

For ABK students standard comeptition and basic competition becomes the direction and abseline to develop basic materials, learning activities, and indicator, completion of cometition for assessment. In designing learning activities and assessment there needs give attention of Standard Process and Standard Assessment more on the ability and skills. Standard competition and basic competition which has been modified adjusted with te skills of ABK particularly for the use of inclusive elementary schools with low IQ conditions between 70 – 90. It is expected with the existence of this modification it would optimize the results of learning obtained in the school

Results of Research

Standard Competency, Basic Competition expertise and Basic accomodative competition

Table 1

Class IV, Semester 1

Standard of Competition	Basic Competition expertise	Basic accomodative competition
1. Understanding the history, natural features, and the diversity of ethnic groups in the district / city and province	a. Reading the map of the local neighborhood (district / city, province) using a simple scale	1.1 Reading the map of the local environment (school, home, rural) using a simple scale**
	b. Show * the natural features in the district / city and province and its relationship with social and cultural diversity****	1.2 Show **the natural features in the school environment, home, village and its relationship with social and cultural diversity**
	c. Indicate the type and distribution of natural resources and their use for economic activities in the local environment	1.3 Indicate the type and distribution of natural resources and their use for economic activities in the local environment**
	d. Mention *cultural diversity of tribes and local (district / city, province)	1.4 Mention the diversity of ethnicities and cultures**
	e. Respecting various historical relics in the local neighborhood (district / city, province) and maintain its sustainability	1.5 Mention three various historical relics in the local environment and maintain its sustainability****
	f. Imitate heroism and patriotism figures in the environment	1.6 Imitate heroism and patriotism figures in the environment

Table 2 Class IV, Semester 2

Standard Competition	Basic Competition expertise	Basic Competition of Accomodative
a. Know natural resources, economics activities, and development of technology in districts/ city and province	a. Know economics activities by natural resources and other potential in the vicinity of districts/ cities/ province***	a. Mention three economics activities related to natural resources and other potential in its vicinity**
	b. Know the importance of cooperation in increasing community prosperity	b. Mention two importance of cooperation in increasing the prosperity of community**
	c. Know the development of production technology, community, and transportation and experiences in using them	c. Know the development of production technologies, community, and transportation and experiences in using them
	d. Mention* social issues in the vicinity	d. Mention two social issues in the vicinity**

Description:

* For original KD changed ** For Accomodative KD changed

*** For original KD removed **** For Accomodative KD added

Direction of Inclusive Curriculum Development

For inclusive students, standard competition (SK) and basic competition (KD become the direction and baseline to develop indicators, basic materials, learning activities, and

completion of competition through assessment. In designing learning activities and assessment there needs attention of Standard Process and Standard Assessment

Standard competition and basic competition which has been accomodated and adjusted with the students' skills particularly to be implemented in inclusive elementary schools with IQ between 70 – 90. Accomodation performed here is not to develop regular curriculum, but still directing to the curriculum. Terms in the operational work words seen as too hard to be made as simple that it would have been easier to be master by inclusive students (example: operational verb such as telling made simple as stating, operation verb such as describing made simple as explaining). Limitations that are too wide also kept as simple or focused on things that are simpler. Such as, export limited as an activity of sending goods to abroad only, while other knowledge context related to export taught to regular students are not taught

In general, basic materials in accomodative curriculum is equal to the materials in regular curriculum. The selection of the same basic materials between inclusive curriculum with regular curriculum, based on the opinion of teachers, is deemed as positive. This makes it easy for teachers in conditioning their class, because essentially inclusive students learn at a time and place of the same with regular students. Likewise, during the learning, teachers are deemed to be able to give more attention to inclusive students, although sometimes there are already teacher supervising them. Hence, this seems to be the best alternative that could be done for inclusive students in learning together in schools. Thus, the practice of their study may be executed jointly without having to lose time in learning respectively

Accomodative curriculum deems for a fast response and high creativity from teacher to develop its role. The development of lesson plan syllabus, media learning materials, assessment instrument, and other learning needs must really be adjusted with skills, characters, and environment of inclusive students taught. The learning process, although implemented jointly with regular classess, it should also takes into account the IQ and characteristics of inclusive student in that particular class.

In general, it can be said that the accomodation of KD in regular curriculum may optimize the quality of learning results of inclusive students obtained in the school. The establishment can be easier to be executed because teacher would not need to give special attention apart from the regular students, moreover there are already supervising teachers

DISCUSSION

Background of Accommodative curriculum of IPS for students who are slow learning because IPS studies a group of events, facts, concepts, and generelazation related to social issues. At the lvel of elementary schools/ islamic elementary schools, IPS as its subject contains Geographical materials, History, Sociology, and Economics. Through the subject of IPS, students are directed to become democratic indonesian, and be responsible, and world citizen who loves peace. This is in line with the suggestion made by Ruminiati (2010) stating that IPS in elementary schools is an integrated subject consisting of integrated history, geography, economi, and sociology study. This has made students in elementary schools to be accustomed in solving daily problem with holistic approach and through, that it would not be in parts

The presence of life changes of global community that continously occuring, has made IPS as a subject becomes the basic subject in elementary schools/ islamic elementary schools until further levels. For that, IPS as a subject is designed to develop knowledge, understanding, and ability of analysis toward social conditions in entering social living that is dynamics. IPS as a subject is arranged systematically, comprehensively, and integrated in learning process going to maturity and completion in life in the community. With the approach, it is expected that students will obtain a more understanding and deeper in the related field of science.

For inclusive elementary schools, IPS as a subject is also given. Whereas for ABK students, there is a modification in the in the completion curriculum expected in accordance with the skills of the ABK students. Not too different with the statement made by Wijayantin (2010) that special needs of care children with slow learning abilit should not be burden to think about heavy learning, hence must be adjusted with their own ability and specialty

Standard Competency (SK) and Basic Competency (KD) of IPS in inclusive elementary schools modified are the standard minimum in national which must be achieved by ABK students and becomes the reference in developing modified curriculum in every unit of inclusive education. Achievement of SK and KD is based on ABK students skills facilitated by teachers (GPK). This is in line with statement made by Buyanto (2010) that if the SK/KD is not appropriate with the IQ, characters, environment of slow learners students.

Objective of IPS as a subject aims so that ABK students have the skills as such below: (a) Know the concepts related to social living and vicinity, (b) Have basic ability to think logically and critically, eager to learn, inquiry, solving problems, and skills in social live, (c) Have commitment and awareness against social values and humanistic, (d) Have ability to communicate, cooperate, and competency in plural commnity, in the level of local, national, and global.

Scope of work of IPS includes aspects as follows: (a) Human, Place, and Environment (b) Time, Continuity, and Changes, (c) Social Ststem and Culture, and (d) Economic Behaviior and Prosperity. The four matters above, is really the appropriate things needed to support the children so that in the future they will become socially accustomed person in the long run (Yuyun, 2014).

CONCLUSSION AND SUGESTION

Conclusion

Inclusive schools in Indonesia is increasing, although it is still inadequate. Not all inclusive schools have a curriculum, although it is very necessary. This development research resulted in the curriculum of accomodative IPS , for inclusive students category of slow learning (slow learner children) grade five and grade six. Accommodative curriculum referred through four steps, namely, 1) the original KD changed, 2) original KD removed, 3) accomodative KD changed, and 4) accomodative KD added (Budiyono, 2010). Accomodative IPS curriculum was developed for slow learning child with an IQ of 70-90 of elementary school level namely grade five and grade six. As for the lower classes there has been developed earlier, namely in 2012. The accomodative IPS curriculum needs to be arranged given to inclusive students of IPS is deemed to be more

difficult , compared to IPA. Students of inclusive are happier and more interested in studying in the laboratory, which is dealing with real stuff, rather than memorizing the name of islands, mountains, countries, heroes and maps. Therefore, IPS curriculum for regular students must be accommodated adapted to the abilities and character of students.

Suggestion

Suggested that the role of education is centered consisting of (family education, schools and society) should be cooperating in developing adaptive behavior for special children. Curriculum of IPS accomodative for inclusive education of slow learner children, should be developed again and adjusted with the corresponding skills, characters or environment. Aside from that, the curriculum should immediately be socialized and used in schools that have inclusive students with slow learner children. The curriculum of accommodative results of this study, do not make inclusive children feel to have a heavy burden, that they will not feel tired and bored. In addition, the inclusive curriculum is also emphasizing more on psychomotor aspects, thus in addition to knowledge, it is also very important to be equipped with skills in order to meet their future. Slow learner children also have self-efficacy or confidence to be able to finish the task, because there are many teachers on inclusive education lose a holistic understanding, about the child. Therefore, only small number of teachers that take a holistic approach to learning. This led to the emergence of "anemia in education". Also it is recommended, the results of this study can be used as the basis for further development of inclusive curriculum.

References

Budiyanto. 2006. *Pendidikan Inklusif Berbasis Budaya Lokal. Disertasi. PPS UPI.* Unpublished.

Budiyanto. 2010. *Hasil konsultasi Tentang Kurikulum Akomodatif Bagi Anak Inklusif.* Unpublished.

Conway, R. 2001. *Adapting Curriculum, teaching and learning strategies.* Australia Thomson Learning

Foreman, P. 2001. *Disability, integration and inclusion: Introductory concepts.* Australia.Thomson Learning

Gall, M.D, & Borg. W. R. 2003. *Educational Research An Introduction seventh edition.* Boston: Allyn and Bacon

Kagan, S& Kagan, M, 2009. *Kooperatif Learning.* Kagan Publising San Clemente

Peraturan Pemerintah Nomer 19 Tahun 2005. *Tentang Standar Nasional Pendidikan. Jakarta: Dirjen Depdiknas*

Peraturan Pemerintah Nomer 32 Tahun 2013. *Tentang Perubahan Standar Nasional Pendidikan.Jakarta: Dirjen Depdiknas*

Permendiknas nomor 70 tahun 2009. Tentang Sekolah Inklusif. Jakarta

Ruminiati&Mochtar, 2009. Perkembangan UUD 1945. Malang: PHK FIP-UM

Ruminiati&Wijayantin. 2010. *Pengembangan Kurikulum Anak Autis, Tingkat Sekolah Dasar Kategori Ringan Tahun Ke Dua.* Jakarta; Laporan ke Dikti.

Ruminiati. 2010. *Implikasi Teori Sosiobiologis dan Budaya Patriarkhi, Dalam Pembelajaran IPS SD Berbasis Gender. Makalah Pengukuhan Guru Besar.* Malang: UM

Ruminiati dan Wijayantin, 2011. *Analisis Karakteristik Anak inklusif & Pengembangan Kurikulum Tingkat Sekolah Dasar Tahun Pertama.* Jakarta; Laporan ke Dikti.

Skjorten,M.D., (2003). *Pendidikan Kebutuhan Khusus Sebuah Pengantar*. Bandung: PPS UPI

Undang-Undang No 20 Th 2003. *Tentang Sistem Pendidikan Nasional. Jakarta: Dirjen Depdiknas*

Yuyun. 2014. *Peran Tripusat Pendidikan dalam Membentuk Perilaku Adaptif Lamban Belajar.* Essay delivered in a Seminar in Tuban East Java

Yuniar, S. 2006. *Terapis Terpadu Gangguan Spektrum Autisme dalam Kaitannya dengan Kesiapan Anak Masuk Sekolah.* Essay delivered in a National Seminar of Autism Children in State University of Malang.

ANALYSIS MODEL OF THE INDONESIAN CONTENT AS A HAUL OF INTEGRATED THEMATIC BASED LEARNING IN ELEMENTARY SCHOOL

Alif Mudiono; Yuniawatika
State University of Malang
Email: alifmudiono@gmail.com

Abstrak: This study aims to produce a analysis model of Indonesian material as a haul of integrated thematic based learning in elementary schools. Data was collected by means of researching and collecting data description indicators of achievement of competencies, cognitive load, the analysis of the substance, and the data Indonesian's function as a haul of learning. Based on data analysis findings description results Indonesian material analysis as a haul of integrated thematic based learning on first grade of Elementary Schools with the subtheme Joy of Exercise it showed that the function of Indonesian in 2013 elementary school curriculum is used for hauling in Mathematics; PPKN; SBDP; and PJOK material. The functions of Indonesian in fourth grade Subtheme Energy Utilization is used as the core center for hauling Mathematics, Science; PPKN; SBDP; PJOK; and IPS

Keywords: analysis model, for hauling learning, integrated thematic

Start the school year 2013/2014 the Government implemented a new curriculum called Curriculum 2013. The Successful implementation of elementary school curriculum 2013 in learning activities in elementary school classes as expected by the government and the public, is largely determined by its main stakeholder understanding and elementary school teachers. In this case, an elementary school teacher is expected to have an understanding, awareness, ability, creativity, patience, and perseverance in implementing the 2013 elementary school curriculum implemented in an integrated thematic and scientific approach. Implementation of integrated thematic learning with the scientific approach have implications for change in learning in elementary schools. That Changes gives result in changes of the student books, teacher book, and assessment systems.

By the implementing 2013 curriculum that emphasizes activity-based learning, the assessment is more emphasis on the assessment process which include the aspects of attitudes, knowledge, and skills. This is also confirmed by Permendikbud No. 65 in 2013 on the Standard Process Elementary and Secondary Education states that "In accordance with the standards of Competency and Content Standards, learning to use the principle of partial learning towards an integrated learning. This was reaffirmed in Permendikbud Number 67 in 2013 concerning Basic Framework and Curriculum Structure Elementary school / MI states that "The implementation of Curriculum 2013 at the elementary school / MI is done through learning-integrated thematic approach in class I, III, IV, and V.

Learning Indonesian in 2013 elementary school curriculum implemented in an integrated thematic, Indonesian material has a position for hauling other integrated thematic learning materials, which are Civic education materials, Mathematics, Science, Social Science, and the Indonesian learning material itself. For example, an analysis of Indonesian material contents to determine KD: *Processing and presents the text of the interview about the types of businesses and jobs and economic activities and cooperatives independently use the Indonesian spoken and written by selecting and sorting the raw vocabulary*; Indicators of Achievement: *Find information about natural resources*

(bamboo, wood, and metal; Topic: Read the text of the three types of Natural Resources (bamboo, wood, and metal). When examined revealed that the position of Indonesian used to haul IPS material contents. In IPS material contents students can find information on natural resources (bamboo, wood, and metal) it is such difficult category because after reading a text about the three types of natural resources students need to analyze the text and determines the natural resources that can be renewed and which can not be renewed.

Based on that view, as an attempt to determine the position of Indonesian material contents that serves for hauling an integrated thematic-based learning material in the elementary curriculum 2013 at this time needs to be done. The research activities of the analysis of Indonesian material contents for hauling an integrated thematic-based material starts from the description of Content Competence (KI) and the Basic Competency (KD); indicators of goal achievement and development; the substance based on the level domains and difficulties; as well as the analysis of the substance of the theme.

METHOD

This research uses qualitative descriptive approach. The research carried out by the steps (1) research and collected data description indicators of achievement of competencies Indonesian material contents in Elementary Curriculum 2013; (2) examine the level of cognitive Indonesian material subtance in Elementary Curriculum 2013; and (3) collate the material contents analysis Indonesian as the haul of integrated thematic learning in the curriculum 2013. In the limited trial to the stage of the revision of the product (final product revision), the validation test (validation testing), and the dissemination and implementation (dissemination and implementation) is still being done in this research (Borg and Gall, 1978: 626).

Validation experts test were conducted to strengthen the feasibility of the results of Indonesian Material contents Analysis as a haul Integrated Thematic Based Learning in Elementary School. Data collected through (1) the focus group discussions, (2) study the documentation, (3) the analysis and interpretation of data, and (4) the validity and authenticity of data.

The data were analyzed descriptively qualitative and based on the Attachment Policy Education and Culture Minister Regulation No. 67 Year 2013 About the Basic Framework and Curriculum Structure of Elementary School/Islamic elementary schools primarily developed core competencies in the curriculum syllabus of 2013. This is in line with the opinion of Patton (1990: 304) which states that analyzing qualitative data is done by way of organizing, classifying, audit and edit data, and (3) describe, and interpret all information.

RESULTS AND DISCUSSION

Description of Bahasa Indonesia Material Analysis Results as a Haul of Thematic Learning Based Integrated Subtheme Joy of Exercise First Grade Elementary School

Subtheme 1 about Fond of Exercise at lesson 1 shows that the Indonesian material contents used to (1) describe various sports activities; (2) reading texts sports activities; (3) arrange the letters of the names of sporting activities, and (4) write the names of sport. This language material classified of domain comprehension level (C2) and is due to explain the kinds of activities, reading text reading; and write down the names of

guidance sports activities needed by the teachers. While the function of Indonesian in SBDP material contents used for drawing expression through observation. The substance of this despite hard category and in the domain of knowledge (C1) since the students of beginer class they are still in the begining process of learning to read and write (Mudiono, 2010).

Lesson 2; Indonesian material contents used to understand the reading of the text and the image of sports equipment; (2) put the words and images of sports equipment; and (3) indentify sport attitude orderly. The subtance is easy reflected in the indicator category to read the text because elementary students begin to read smoothly and students do not have difficulties installing combining words with images.The middle subtances level of the material being reflected when students identify attitudes orderly and retelling orderly attitude needed a guidance of teachers. Indonesian functions in (1) identify the orderly attitude in activity and (2) distinguish the orderly attitude and disorderly in a sports game. This material subtance has hard and medium level category. Level of difficulty is reflected when students identify patterns and demand student's understanding (C2). The level of medium category and has the domain knowledge (C1) because students are expected to distinguish the example of orderly and disorderly attitudes in daily life. Meanwhile, Indonesian functions in mathematical material contents used to predict patterns of images including the level of difficulty and have the domain analysis (C4) for predicting the images required critical power and creative thinking of students (Mudiono, 2009: 6).

Lesson 3; Indonesian material contents used to (1) deliver the text that have been read and heard by student and (2) practice the text content either orally or in writing. The subtance of this material requires a high level of understanding (C2) for first grade students have been asked to convey the contents of the text which they heard. Indonesian function in mathematical material contents used to count objects up to 20 it is still have the middle category and requires student's understanding (C2), while the function of Indonesian in PPKN material content used to understand the various forms of orderly attitudes and socialize the game they usually play at school and home.

Lesson 4; Indonesian material content used to (1) describe experiences after exercise; (2) practice how to say thank you; (3) imitate perform locomotor movements; and (4) deliver the thank you by showing the orderly attitude; and (5) convey the text of the family story. This material contents have different levels of the domain of comprehension, application, and synthesis. Level domain application (C3) and categorized as difficult category because grade one are expected to socialize words. The domain of understanding (C2) reflected when students are expected to tell about his experience and explains a good attitude in a sports game, and students can submit a text story about his family. Domain-level synthesis (C5) easy category is due to first-grade students more easily perform locomotor movement through the game.

Indonesian functions in PJOK material subtance used to explain the positive attitudes in a sports game, the substance of these have included the category of easy and requires student's understanding (C2) because information that is expected of the teachers that the students can distinguish the body before and after exercise. Indonesian functions in PPKn material subtance used to show the orderly attitude at home and school. This material has a sphere of understanding (C2) because students already have experience doing both

habit. Meanwhile, the function of Indonesian in SBdP material content in the medium category and has a sphere of understanding (C2) for activity sing a song "Thank You My Teacher" boldly and correctly.

Lesson 5; the Indonesian function is used to (1) answer the questions and (2) recounted the contents of the text with its own language. The material subtance is included easy category because by understanding the descriptive text (C2) students can get to know the contents of the text that is read / understood by answering various questions based on text content. Other domains reflected the understanding that students can retell the contents of the descriptive text by using spoken language orally. Indonesian functions in mathematical material content is used to measure the distance of the jump, its included in the medium category and still in the domain of knowledge. However, first grade students in activities comparing the distances which are longer and shorter already put into difficult category because students have entered the domain of analysis (C4) for comparing different distances. Indonesian functions in SBdP material content is included into medium category and are used to provide understanding in singing children's songs to be more confident. Meanwhile, the in PJOK material content which has difficult category because in addition to the first class of students attempted to be understood of the technique of jumping with the correct technique (C2).

Learning 6; Indonesian material contents used to explain the rules of the game of 'Kasti' (baseball) complete and correct. The material subtance is included in hard category because it requires student's understanding (C2) in explaining the game of Kasti' (baseball). Indonesian functions in mathematical material content used to (1) create a mathematical sentence based on daily life and (2) solve problems related to addition and subtraction. This subtance has difficult category because students have to understand the concepts of addition and create math sentences based on problems faced by students daily. Thus, the domain of evaluation (C6) is used to evaluate whether students math problems drawn already contextual lives at home and community. Indonesian functions in PPKn material content have medium category and it is used to provide an understanding (C2) in describing the rules of life at home and school. Indonesian functions in PJOK material content used as a haul to (1) perform manipulative motion by playing baseball; (2) practice the basic movement patterns in simple game; and (3) practice balance and agility of the body through simple game. This material content is included in difficult category because besides the students are expected to understand the concept of a baseball game in motion manipulative (C2), the student is assigned to practice patterns of motion and balancing the body through the game.

Description of Results of BI Content Analysis as a haul in Thematic Integrated Learning Based Subtheme Energy Utilization fourth grade in elementary school

Subtheme 2 on Energy Utilization at lesson 1 shows that the Indonesian material content used to present a report on the experiment which is related to thermal energy and writing with a raw vocabulary. This material are the application (C3) to what has been delivered by teachers. This material is quite difficult because in making the report the students have to write coherently research results by using the standard language. While the function of Indonesian in science materials used to (1) identify the source and energy changes in activity from the picture and (2) presented a report on the experiments of thermal energy. As for the material in sciece subtance remains the domain of knowledge (C1) and application (C3) with a medium level of difficulty. Due to the material students are asked to explain and recount the results of the images identification assosiate with

energy changes. In addition, the function of Indonesian in PPKN subtances used to implement energy-saving behavioral attitudes which is belonging to the domain of analysis (C4) in medium level of difficulty. On this material are invited to familiarize themselves about saving energy in daily life.

Learning 2; there are no Indonesian material but functions of Indonesian contained in the materials of other content. Indonesian functions on science materials used to describe the sources of alternative energy and its benefits. This material include into medium because the students at the firsttime have required to understand (C2) all kinds of alternative energy sources as well as in working on this material the student needs some guidance from the teacher. Indonesian functions on SBDP subtance used to be creative to make a picture frame from natural materials. This material is a synthetic material (C5) it is difficulty level because to do this material requires the guidance of a teacher and the work creation also dynamic depending on each student work. As well as this job requires tenacity, thoroughness and patience of the students. Indonesian functions on mathematics material content used to solve story problems related to mathematical sentences that have the same values and different. These materials belong to the domain of evaluation with difficulty level. Due to the math story problems is a matter of a story that could outwit if students are not careful in reading matter. Students who do not carefully lead them not being able to understand the intent and purpose about the story. For that students need to read repeatedly to understand the intent and purpose of that question.

Lesson 3; Indonesian material content used to write information about the use of alternative energy. These materials belong to the domain of knowledge (C1) with a medium level of difficulty. Due to the students in working on this matter need to search data on energy utilization alaternatif has done as well as in writing information students need the guidance of teachers so that the information is written are the facts and in accordance with the rules of proper writing. Language function Indonesaia in science materials contents used to describe the use of alternative energy. This material is classified as medium because the students before explaining are required to understand (C2) the results of writing and search about the use of alternative energy. Indonesian functions in PJOK material content used in practicing various physical fitness activities associated with resistance training and strength and flexibility. This material is relatively easy for students because they have accustomed to and happy to apply (C3) the physical activities like gymnastics. So it will be easier for students to move to follow the orders of teachers.

Lesson 4; Indonesian material content used to find information about castor oil as an alternative energy source in reading text. This material is relatively easy because the material gain the knowledge (C1) of students toward information about castor oil after reading the text of the readings that are already available. Indonesian functions in Mathematics material content used to explain the concept of the *Multiples Greatest Guild* (KPK) this material has been difficult due to understand (C2) KPK concept at elementary school age (novice) is difficult, students are asked to carefully calculate multiples of two numbers as a basic reference for the KPK. Indonesian functions on SBDP subtance used to be creative to make tassel creations with natural materials. This material is quite difficult because in applying tassel it requires technique an take some teacher guidance to

steer to avoid mistakes in tassel techniques. Besides creativity of students is also required in completing tassel activities.

Lesson 5; Indonesian material content used to (1) provide a simple review of the dangers of formalin food and (2) find the meaning of a few words of text reading. Both of these materials classified as medium and difficult. Classified as medium due to the re-write the danger of formalin food students have to understand (C2) what was they previously read and written in their own words that uses bahasa Indonsia well and properly. Relatively easy because the students have understood (C2) the reading in the text so it will be easy to find difficult words in the text and searching for meaning in *dictionary* KBBI. Indonesian functions in science materials content is used to explain the properties of thermal conductivity and the difference. This material is quite difficult because students are required to know and understand (C2) in advance properties of thermal conductivity as well as students also need the guidance of the teacher in order to avoid deep understanding less precise. Indonesian functions in PJOK material content used to explain the nutrients and health benefits for the body. This material is classified as medium because students are required to understand (C2) the types and benefits of nutrients for health, yet students helped by a text that reads previously which describes the types and benefits of food substances.

Learning 6; Discuss the function of Indonesia in science materials content is used to distinguish the heat transfer properties. This material is quite difficult because students need good understanding (C2) about heat transfer properties and it is need teacher's guidance in understanding these properties in order to avoid deviations. Indonesian functions in IPS material content is used to describe the experience in cooperation with a friend. This material is classified as medium because students already understand (C2) in explaining the attitude of cooperation but still requires the guidance of teacher.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Indonesia language learning in the elementary curriculum 2013 conducted thematically intergrated, has a position as a haul other integrated thematic learning materials, that are Civic Education materials, Mathematics, Science, Social Science, PPKn, SBdP and Indonesian learning material subtance itself.

Analysis of Indonesian subtance as a haul integrated thematic-based learning in the curriculum in 2013, which is based on the multiplication of information (*transfer of information*) has not been able to provide adequate supplies to colleger (PGSD) well as prospective teachers and professional teachers in elementary school. On that basis, the analysis of Indonesian subtance used as a haul integrated thematic-based learning in the curriculum 2013. In this case the college immediately change the direction *trassfer of learning* that emphasizes the behavior of *learning how to learn* in order lecturer of Indonesian language learning courses for elementary school and course curriculum development lecturer, as well as the colleger of PGSD as a candidate for a professional teacher able to teach others as agents of learning in elementary school reformer.

Suggestion

The connection with the findings in this study, there are various parties who need to be given advice, namely the lecturer of Indonesian education course of Elementary school, course curriculum development lecturer, colleger - S1 KSDP (Education Elementary and Preschool) as a candidate for elementary school teachers and elementary school teachers which have implemented the curriculum 2013.

Lecturer of Indonesian education course elementary and course curriculum development lecturer at the SI Department of Education Elementary and Preschool Program (KSDP) recommended increasing the ability of students in an effort to plan and socialize-based learning thematic integrated in accordance with the demands of the curriculum which is currently enforced (Curriculum 2013).

For the colleger (S1) as a candidate for elementary school and professional teachers also as a reformer in the world of formal education in elementary schools in addition to implementing the thematic integrated learning using scientific approach, this research can provide feedback to collegers as prospective and professional teachers in elementary in analyzing the Indonesian material subtance used as haul thematic integrated based-learning in elementary school curriculum 2013.

References

Akhadiah, Sabarti et al. *Bahasa Indonesia* 1991. 1. Jakarta: Department of Education Director General of Higher Education.

Borg and Gall. 2003. *Education Research and Development*. New York Longman. Inc.

Kemendikbud. 2013. The Basic Law: The implementation of Curriculum 2013 in Elementary School. Jakarta: Directorate of Elementary School.

Kemendikbud. 2013. *Technical Guidelines: Preparation of lesson plan in elementary school*. Jakarta: Directorate of Elementary School.

Kemendikbud. 2013. Technical Guidelines: Integrated Thematic Teaching with Scientific Approach in Elementary School. Directorate of Elementary School.

Mudiono, Alif. 2009. *Development of Guided Reading Learning Model Thinking Activities in Elementary School* Reports. Results Not Published. Malang: State University of Malang.

Mudiono, Alif. 2000. *Effectiveness of Learning Reading Comprehension in Elementary School*. Research Report. Malang: Center for Teachers' Training College Malang

Mudiono, Alif. 2001. *The ability of teacher in Learning Reading Comprehension in Elementary School*. Research Report. Malang: Malang Center for Teachers' Training College.

Mudiono, Alif. 2009. Development Model of *Guided Reading Learning Model with Engineering Directed Reading Thinking Activities, Elementary School.* Phase Research Report First Year. Malang: Research Center, State University of Malang.

Mudiono, Alif. 2010. *Development of Guided Reading Learning Model with Engineering Directed Reading Thinking Activities, Elementary School*. Research Report Second Year Stage. Malang: Research Center, State University of Malang.

Mudiono, Alif. 2010. *Development of Learning Materials Indonesian Elementary School*. Malang: Faculty of Education.

Mudiono, Alif. 2013. *Development of Literacy Learning Model Focus Writing Narrative Technique Probing -Prompting Elementary School in Blitar City area*. Research Report. The first phase of this research. Malang: State University of Malang.

Mudiono, Alif. 2014. *Learning Literacy Method Using Peel Beginning with the chain Syllabary. in Elementary School*. Conceptual article. Malang: FIP University of Malang.

Patton, M.Q. 1980. *Qualitative Evaluation Methods*. London: Sage Publications. Beverly Hills.

INNOVATIVE TEACHING MODELS FOR GIFTED CHILDREN AT INCLUSIVE PRIMARY SCHOOL

Moh. Effendi; Rina Rifqie Mariana
State University of Malang
Email: efendi.plb@gmail.com

Abstrak: This study was conducted to assess the accuracy and feasibility of innovative learning models for gifted students in primary school favorite that organizes inclusive education. Samples were some favorite elementary school in the city and district of Malang, Pasuruan (East Java), Tangerang (Banten) taken purposively. Conclusion The results showed that the implementation of innovative learning models affect significantly (8.12%) on improving teacher performance in learning. The effect of the performance of teachers in the cumulative learning can improve students' learning spirit gifted significantly (11.81%). To maintain the continuity of its implementation, there is advisable continuous assistance from universities and education experts who are competent.

Keywords: innovative learning, gifted and talented students, inclusive school

Providing education for gifted and talented students or those who have advantages in speed to complete the task, thinking abstract are faster and excel in the challenges of thinking (Renzulli, 2005) in the setting of inclusive education has a very strong juridical basis.

Pemendiknas No. 70 of 2009, in article 1 states that inclusive education is a system of education that provides opportunities for students who have the disorder and gifted and talented students to take part in education or learning in an educational environment jointly with learners in average (Watterdal, 2007). Special education services for gifted and talented students is aimed at actualizing the full potential of its merits without undermining the balance of the multiple intelligence such as spiritual, intellectual, emotional, social, aesthetic, kinesthetic, etc.

The implication, special education for gifted and talented students can be held at the level of formal education units from Kindergarten until High School or equivalent (Kemdikbud, 2013). It means that the provision of education for gifted and talented students can be held in a special school or inclusive (Effendi, 2013). Provisions governing model of educational services provided for gifted and talented students is in the form of program special intelligent acceleration and/or enrichment (PP No. 17 of 2010).

Results of empirical study of favorite primary schools in some cities (Blitar, Pasuruan, Probolinggo, Jombang, Kediri, Tangerang) we concluded that the model of educational services provided for gifted and talented students, the majority (80.00%) use a service model in the form of enrichment, a small percentage (12.00%) through the service model in the form of acceleration and (8.00%) through the service model in the form of deepening.

Some favorite schools which have adequate resources, particularly from the financial support give an acceleration service learning in the form of a special class. The Special classes services for gifted and talented students in the term of the grouping of students from several schools who are members of a particular school clusters in a special class reserved for gifted and talented students, or since the beginning of accidentally opening special classes to accommodate gifted and talented students. These conditions often lead to negative implications for the accelerated program are carried out, because students do

not gain comfort in his education, but they are in a situation which is confined and forced (Hawadi, et al., 1998). It is inevitable, as a approach, if the accelerated program is done consistently, it is very beneficial for self-esteem as well as their achievements (Gavin and Reins, 2003).

Model of educational services for gifted and talented students in the form of enrichment is a service model most widely performed in schools observed. The enrichment variations are the provision of additional materials as a form of escalation curriculum (without additional lessons), application materials through specific activities, and additional hours of study at the school regularly (done separately by regular or integrated).

In general, the obstacles in the implementation of educational services for gifted and talented students in some excellent schools are the lack of human resources, the limited support facilities which is relevant in learning, program service has not been addressed specifically, there is no guide book of special education services for gifted and talented students at primary school level, and there are no policies that support the implementation of special education program services for gifted and talented students at primary school level (Efendi & Mariana, 2013).

Based on the analysis of the condition of the school observed, then it was drafted the instrument in the form of manuals and learning model of education services for gifted and talented students considering individualization of gifted and talented students in an inclusive education setting. The conclusion results of the validation instrument by a special education expert and school teacher superior builder, comprehensive and partial instruments used as a reference guide learning is considered feasible and relevant to the research schools.

As listed in the guidebooks, the education service model suggested for gifted and talented students can make use of the acceleration (acceleration) and enrichment (enrichment). However, after considering many factors, including time constraints and lack of policy support to the implementation of the model acceleration in primary school, then the focus of the research is directed at the implementation of an integrated model of enrichment in an inclusive education setting.

The meaning of the enrichment in this case is to enrich, extend, and develop: knowledge / information, understanding, application and integration, the process of thinking, strategy and skill, physical appearance, attitude toward abstract thinking high-level and / or performance at any level of complexity appropriate level of development of the participants learners (Davis and Rimm, 1998). Enrichment activities can be done in several forms such as excursions, topics of choice, individual or group projects, as well as guided research, which is integrated in models of learning*: problem based learning, project based learning, collaborative learning, discovery learning.*

METHOD

Selection trials for the enrichment service model in the form of gifted and talented students at primary school level in the setting of inclusive education, as stated in the guide service model is integrated with the use of innovative learning model recommended in the curriculum of 2013. For this purpose, the source data expected in this study is intelligent teacher and a special adviser to the superior class.

Steps of data collection in this study is done through: the stages of preconditions, the phase of the testing and data collection and post-collection phase data.

RESEARCH RESULT

Recapitulation of the evaluation made by gifted and talented students toward the performance of teachers, between before being given a briefing to the testing option innovative learning model, and after applying the innovative learning model optionally (problem based learning, project based learning, discovery learning, cooperative learning) the result can be seen in the following description.

Tabel 1. Teacher Performance tables before and after the innovative Learning Test

	Score before trial			Total score	Score after			Total score	+/-
	Pre	Inti	Post		Pre	Inti	Post		
Average	19.4	61.8	12.55	93.8	21.48	66.2	14.11	101.78	7.98
%	80.94	85.83	78.47	81.74	89.5	92	88.1	89.86	8.12
Effect	difference pre = 8.56			difference inti = 6.17				difference post = 9.63	

N =54

Description :

- Pre = the performance of teachers in pre-learning activities
- Core = the performance of teachers in core learning activities
- Pos = performance before ending the activities of teachers on learning
- Assumptions are ideal maximum increase of 15%

Based on the assessment of gifted and talented students as presented in Table 1 can be interpreted that the overall quantity of the class teacher performance test, between before and after the mentoring assistance test innovative learning model in the judgment of most students excel (81.74% versus 89.86%) in both categories. It means that the performance of the class tutor examined cumulatively there was an increase in the category enough (8:12%). In particular the performance of teachers has increased in each phase, among other pre-learning phase (8:56%), the core of learning (6:17%), closing the learning (9.63%). In other words, the teacher supervising trial class have progress in implementing the rules that should, among prior to the implementation of learning, while learning (core), and when closing the learning.

Based on the table 2 can be interpreted that impact the performance of teachers in the classroom coaches implement innovative learning model, can have a positive effect on gifted and talented students' learning spirit. Indicators of changes occur on the aspects: the emergence of changes in sense of responsibility and discipline in yourself, feeling earnestly to carry out all the tasks assigned by the teacher or school, a determination to follow the entire learning-designed teacher in a timely manner (attendance and completion of assignments), growth and development of the feeling of confidence to cooperate with peers and teachers, flowering feeling to continually improve any shortcomings that are owned, growth-blossoms feeling to do a review of the material taught in depth and systematic, flowering feeling of enthusiasm (passion high) to follow all the subjects taught, flowering feeling confident to retell the material they have learned to others, flowering feeling of wanting to keep asking for understanding the materials that have been studied, as well as the flowering of feeling dare to make conclusions on any events that are around.

Cumulative effect of changes in the perceived superior students between before and after the teachers trying out the options of innovative learning model, quantity based on

assessment results superior to most of the students was able to increase students' enthusiasm for learning excel approximately 11.81% (in both categories). Pattern increase the spirit of learning, proportionally indicator among others: a sense of confidence to retell the material they have learned to others (19:13%), a sense dare to make conclusions on any events that are around me (16:53%), is determined to follow the whole learning designed with the teacher on time (attendance and completion of assignments) (16:09%). While the indicator that the low contribution is a sense to conduct a review of the material taught in depth and systematic (6.53%), and feelings of earnest to carry out all the tasks assigned by the teacher or school to me (6.95%), The rest are included in the category enough or indifferent.

Table 2. Recapitulation of the teacher in the Learning Impact Performance

No	Impact of Learning	Before (%)	After (%)	+/-
1	The emergence of changes in sense of responsibility and discipline on myself	80.00	87,83	07,83
2	Feeling earnest to carry out all the tasks assigned by the teacher or school to me	85,22	92,17	06,95
3	Determined to follow the whole learning designed with the teacher on time (attendance and completion of assignments)	75,65	91,74	16,09
4	Growth and development of the feeling of confidence to cooperate with peers and teachers	83,91	93,91	10,00
5	The emergence of feelings to constantly improve any shortcomings that I have	76,96	90,00	13,07
6	The emergence of a feeling to do a review of the material taught in depth and systematic	80,86	87,39	06,53
7	The emergence of a feeling of enthusiasm (high spirit) on myself to follow all the subjects taught	82,61	96,43	13,82
8	The emergence of a feeling of confidence to retell the material they have learned to others	67,39	86,52	19,13
9	The emergence of a feeling of wanting to keep asking for understanding the material already learned	77,83	86,07	08,24
10	A sense of daring to make a conclusion on any events that are around me	73,04	89,57	16,53
		78,35	90.16	11,81

DISCUSSION

The provision of educational services for gifted and talented students, means to enrich, extend, and develop: knowledge, comprehension, application and integration, the process of thinking, strategy and skill, physical appearance, attitude toward abstract thinking high-level and / or performance at any level of complexity according to the level development of learners (Davis and Rimm, 1998). In essence, in principle so that they are able to: (1) master the conceptual system in a variety of subjects, (2) develop the skills and strategies that allow the child more independent, creative, and able to fulfill its own needs, and, (3) develop a pleasure and learning passion that will take them to the hard work (Gallagher, 1985). Similarly creativity of teachers, to develop themes relevant learning local conditions and situations becomes a very important part. However, so far there are still many teachers still difficult to move and act to seriously prepare lessons based on the premise that true learning (Drost, 1998), to turn it takes a long time.

The need for the provision of relevant education for gifted and talented students: (1) meet the needs of learners who have specific characteristics in terms of cognitive development, (2) fulfill the rights of learners to education according to the needs, (3) meet the intellectual interests and future learners, (4) to meet the needs actualization of learners, (5) consider the role of the learner as community assets, (6) to prepare students as future leaders (Depdiknas, 2007).

Teaching gifted and talented students should pay attention to their needs. Because if it is ignored, feared they would have difficulty in developing themselves. Baum (1992) defines three categories of learning disabled gifted pupils: (1) identified gifted pupils who have subtle learning disabilities (which are identified gifted student academic learning disabilities and have subtle or invisible); (2) Unidentified pupils Whose gifted and disabilities may be masked by average achievement (students who are not identified, a talented academic and disability may be covered by their achievements are mediocre) and, (3) identified learning-disabled Also pupils who are gifted (students who are identified as being at-learning disabilities who also gifted academic) (Muijs & Reynolds, 2008).

Whichever method is used in teaching gifted and talented students, they are specifically aimed at: (1) giving awards to learners in order to finish program of education rapidly in accordance with the potential, (2) improving the efficiency and effectiveness of the learners' learning process, (3) prevent the boredom of the classroom climate that is unfavorable to the development of the potential benefits of optimally learners, and (4) stimulate learners to improve intellectual, emotional, spiritual balance. To meet these expectations are certainly individually their needs should be accommodated, based on information obtained through the review of the discussion of the child, to then be translated into long-term goals and short-term (Johnsen and Skjorteen, 2003).

Evaluation of the quantity of the performance of teachers between before and after mentoring testing options for innovative learning (problem-based learning, project based learning, cooperative learning, inquiry or discovery learning) on a variety of subjects or themes, significantly showed significant improvement, although not optimal. Through the application of problem-based learning (problem based learning), teachers can use the real-world problems as a context for students to learn about critical thinking and problem-solving skills, and acquire knowledge and concepts are the essence of the subject matter (Moffittt, 2001). Through the implementation of project-based learning (project based learning), teachers comprehensively design the classroom as a learning environment can encourage students to pass the investigation to the problem of authenticity, by allowing students to work independently in constructing learning in tangible products (Smith, 2001). Through the application-based learning inquiry or discovery-based learning, the teacher introduces the work patterns of learning that follows the methodology of science and provides the opportunity for meaningful learning (McPherson, 2001), while on learning based on cooperation (cooperative learning), teachers can perform through the use of small groups of students to work together to maximize the learning conditions for achieving learning goals (Holubec, 2001). In all performance shown teachers implement innovative learning is able to provide a positive effect on gifted and talented students' learning spirit.

In implementing innovative learning model based on gifted and talented students' need in setting inclusive, guidance counselor must pay attention to the following points: (1) planning a study in accordance with the reasonableness of the mental development of students (developmentally approach), (2) form a group learning are interdependent (interdependent learning group), (3) provide an environment that supports independent learning (self-regulated learning) which has three common characteristics, namely consciousness thinking, the use of strategies, and ongoing motivation (Depkdinas, 2002).

According to the 2013 curriculum currently in force, explicitly provides opportunities for teachers to create conditions that allow that the student is able to learn and do in the context of children's learning (cognitive context) and put forward everyday environment (social context). The new paradigm that looks at the curriculum in 2013 slowly erode learning models tend to be the transfer of knowledge as a product (facts, laws and theories) which must be memorized, so that aspect of scientific development, the other as a process and the attitude tends to be ignored (Chaille & Britain, 1991), the field of scientific studies are still taught in a mechanistic (Cain and Evan, 1990) gradually began to be abandoned and converted into a more dynamic and constructive. So that the materials displayed in the field of the study, in addition to full abstract concepts that are easy to understand and touch a substantial part in the formation of meaningful concepts in children.

Further positive effect innovative learning in the long term is always able to bring change in the feeling of responsibility and discipline in yourself, feeling earnestly to carry out all the tasks assigned by the teacher or school, a determination to follow the entire learning-designed teacher in a timely manner (attendance and completion of tasks), growth and development of the feeling of confidence to cooperate with peers and teachers, flowering feeling to continually improve any shortcomings that are owned, growth-blossoms feeling for reviewing toward-blossoms dap material taught in depth and systematic, flowering feeling of enthusiasm (high spirit) on myself to follow all the subjects taught, flowering feeling confident to retell the material they have learned to others, flowering feeling of wanting to keep asking for understanding material that has been studied, as well as the flowering of feeling daring to make a conclusion on any events that are around.

In turn, the child will develop a spirit of independence (autonomy), self-discipline in planning the learning agenda, and be able to determine their own choice of the available options. Innovative learning centered on these children, is expected to give birth later learning based on topics or themes that emphasize the integration of aspects of different curriculum, such as math and science or social studies or with subjects / themes the other.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the results of data analysis can be concluded that the class teacher performance trials after assisting in implementing the options of innovative learning model for gifted and talented students on inclusive classes increased significantly. Similarly, the spirit of gifted and talented students' learning in an inclusive classroom, the cumulative increase significantly as the effect of the performance of teachers in implementing the learning model as recommended in the curriculum of 2013.

Suggestion

Considering the results of this research, it turns out there is still space for improvement in the performance of teachers in the spirit of learning and performance of gifted and talented students educated in an inclusive setting. Therefore, when the future if it is used as the main reference in its application, it is recommended there is required workshops or technical assistance from competent parties, both from universities and other relevant practitioners. ✍

References

Cain, S.E, & Evans, J.M. 1990. *Sciencing: An involvement approach to elementary science methods*. Columbus: Merril Publishing Company.

Chaille,C. & Britain, L. 1991. *The young child on scientist*. New York: Harper collins publisher.

Drost, J.I.G.M. 1998. *Sekolah: Mengajar atau mendidik*. Yogyakarta: Kanisius.

Davis, G. A. & Rimm, S. B. 1998. *Teaching The Gifted And Talented Children.* Boston: Allyn & Bacon.

Depdiknas 2007. *Penatalaksanaan Program Akselerasi*. Jakarta: Direktorat PSLB.

Efendi, M. (ed.) 2013. Perspektif Pendidikan Inklusif. Malang: Jurusan PLB FIP Universitas Negeri Malang.

Efendi, M. & Mariana, R. 2013. *Pengembangan Model layanan pendidikan anak dengan kecerdasan istimewa di SD berbasis pada IEP*. Malang: Lembaga Penelitian dan Pengabdian kepada Masyarakat.

Gallagher, J.J. 1985. *Teaching The Gifted Child*. Massachusset: Allyn & Bacon Inc.

Depdiknas 2002. *Manajemen peningkatan mutu berbasis sekolah: Pembelajaran dan penajaran kontekstual*. Jakarta: Departemen Pendidikan Nasional

Hawadi, L.F. 1998, Identifikasi Anak Berbakat Intelektual menurut Konsep Renzulli berdasarkan Nominasi oleh Guru, Teman Sebaya dan Diri Sendiri, *Disertasi*, Jakarta, Program Pascasarjana Universitas Indonesia.

Holubec, E., 2001. Cooperative learning. *A Web-based system for the profesional development of teachers in contextual teaching and learning project*. Bowling Green State University Ohio.

Mc Pherson, K., 2001. Service learning. *A Web-based system for the profesional development of teachers in contextual teaching and learning project.* Bowling Green State University Ohio.

Moffitt, M., 2001. Problem based learning. *A Web-based system for the profesional development of teachers in contextual teaching and learning project*. Bowling Green State University Ohio.

Muijs, D. & Reynolds, D. 2008. *Effective Teaching*. London: Sage Publication.Ltd.

Johnsen, B.H. & Skjorten, M.D.(ed.) 2003. *Pendidikan Kebutuhan Khusus: Sebuah Pengantar*. Bandung: Program Pascasarjana Universitas Pendidikan Indonesia.

Renzulli, 2005. The three ring conceptionofgiftednes:Adevelopment model for promoting creative productivity dalam *Conception Giftedness* Sternberg,R.J.& Davidson,J.E. (Ed.). New York: Cambrige University Press.

Smith, C., 2001. Work based learning. *A Web-based system for the profesional development of teachers in contextual teaching and learning project*. Bowling Green State University Ohio.

Tieso, C. L. 2003. Ability Grouping is Not Just Tracking Anymore. *Roeper Review*. 26 (1), 29-36

Van Tiel, J.M. 2007. *Permasalahan Tumbuh Kembang dan Pendidikan Anak Cerdas Istimewa* SeminarSeharibersama Dir.PSLB, 24 November 2007 di Jakarta

Watterdal, T.M. 2007. Tulkit LIRP (Lingkungan Inklusif Ramah Pembelajaran). Bangkok: UNESCO.

EFFECTS OF PARTICIPATIVE MANAGEMENT ON EMPLOYEES COMMITMENT

Burhanuddin
State University of Malang
Email: handj_scorp@yahoo.com

Abstract: This article aims to discuss the result of a research study, focusing on the issues of staff commitment and how the participative management system as an empowerment approach influenced individual commitment within university organizations in Indonesia. It involved a sample of 1412 employees employed at universities in the city of Malang Indonesia. The measures were developed referring to the previous studies, and the items were tested using the Rasch model of Item Response Theory. The relations among research variables were explored employing a path analysis technique. The results show that participative management positively related with the increased staff commitment. Leaders are expected to be familiar with individual and organizational characteristics, and develop an effective strategy in fostering a higher staff contribution to the achievement of organizational objectives. Further research needs to explore broader insights about the effects of management models on organizational commitment.

Keywords: participative management, empowerment, commitment, performance

Participative management as a staff empowerment approach in organizations has been employed widely in many countries. It is proposed to be a strategic way to foster employees commitment to organizations (Meyer, 2002; Lashley, 2000; Quinn & Spreitzer, 1997). While autocratic styles are only to be found effective under certain conditions, the empowerment using the participative leadership model was claimed as an effective way to ensure a higher level of staff commitment in team works. The main reason, participative leadership behaviors are able to provide employees with a favorable working climate that consequently increases organizational effectiveness (Likert, 1967).

How this model works to improve individual performance in the sense of commitment at work, need to be explored in this article. The concepts of both participative management and organizational commitment are presented in the literature review. This includes definition, characteristics, purpose, and advantages of participative management system. How the commitment is influenced by leaders is also discussed. The discussions of these elements contribute to the development of theoretical frame work in this research.

Participative management defined

Yukl (2010) mentioned that participative management can be considered as a distinct type of leadership style, although it may be employed within specific tasks and relations behaviors. He defined it as the leadership style that involves efforts of leaders to encourage and facilitate participation in making decisions. A strategy for staff involvement in the decision making process. Such a definition is similar with a concept proposed by Sashkin (1984) explaining participative management as the process whereby employees play a direct role in setting goals, making decisions, organizational changes, and solving problems.

This model also refers to people empowerment in the management of changes within organizations (Mohrman & Lawler, 1988). In a broader concept, this research argued that participative management is a strategy whereby managers systematically seek the resources of people at work to create collaborative learning experiences, and produce productive team outcomes. Management of this type is intended to empower people at

work and increase organization effectiveness through the sharing of power among leaders and subordinates.

Characteristics, purpose, and advantages of participative management

Participative management system or sometime called: participative leadership model was invented by Likert (1967). He developed this model under the recognition of organizational climate as an important part of contingency factors. It was introduced as s strategy to lead subordinates in the changing organizations. The employees trust in their managers is built to generate effective teams. Sashkin (1984) indicated that where subordinates were less confident in autocratic leaders, it would be impossible to implement effective management system and achieve any outcomes in improving employee performance.

The implementation of the participative style is underlied by basic principles in promoting staff performance. First, a supportive human relationship in leading members. The second is the use of group decision making and group supervision in controlling staff at work. The third is related to setting high performance behavior goals pursued by a manager. Finally, participative organizational climate is created through a collaborative working and learning environment. The leadership processes also gain supports from team and individuals to ensure organizations are more productive in delivering services to public.

The purpose of the participative style is then as a strategic way to make people feel respected for their advice through involving them in important decision making and strategic activities (McCrimmon, 2007). It may effectively help people to feel engaged in achieving organizations objectives. The ability in providing organizational members with supportive environment is the main advantage of the model where people needs and their characteristics are recognized well, and regarded proportionally. It is, then able to motivate them to perform jobs cooperatively and attain organizational outcomes.

Organizational commitment: The concept, backgrounds, and attributes

Organizational commitment represents the desire of an employee to stay attached to a specified job (Meyer *et al*., 2002; Meyer & Allen, 1997; Porter, Crampon, & Smith, 1976). The relations between participative management and organizational commitment were found in a study by Lok and Crawford (2004). These authors demonstrated a strong influence of this management model upon employee loyalty at work, and there were no significant differences among respondents. Employee perceptions on job characteristics were found as the strongest factor shaping higher staff to their jobs (Dubin, Champoux, & Porter, 1975). This sort of behavior can be created when managers employ a participative management system through providing favorable job designs, organizational structure, a rewards system, compensation, and controlling feedback. This model is argued to be accepted voluntarily by the whole members (Rank, *et al*., 2007; Tella, *et al*., 2007; Ugboro, 2006). Bass (1990) also claimed that many behavioral science theorists had observed that human resources empowerment initiated by leaders in public and private sector, had positive impact on employee commitment and leaders acceptance.

However, Huang and Hsiao (2007) acknowledged that the commitment of employees was significantly influenced by working conditions and climate. The degree how

environment contributes to the positive working atmosphere has substantial effects on staff commitment at work. Other intervening variables as well as individual characteristics and organizational factors could also affect the degree of the employees commitment to their jobs.

The implementation of participative management and its relationships with individual commitments to organizations

Participative management as the human empowerment strategy is implemented in organizations through the process of leadership, motivation, communication and interaction, decision-making, goal setting, and control. Likert (1967) included these as organizational variables in describing the profile of the participative organizational characteristics. This model is based on the argument that organizational effectiveness can be achieved by involving all members in designing organizational objectives and working collaboratively to attain them.

To find how this style influence organizational effectiveness, the connections between the main variables of participative management and employee performance has been examined through a wide range of empirical studies in the United States and other developed countries (Miah & Bird, 2007; Yukl, 2010). These studies found that the participative management system positively related to subordinates performance in achieving organizational outcomes in the long term-program. Indeed, researches supported the findings of the participative management effects on the increased organizational effectiveness (Hrebiniak, 1974). Numerous findings both from empirical studies and meta-analyses have reported that this style improve employee both individuals performance and their satisfaction at the jobs and workplaces (Tuuli & Rowlinson, 2009). For example, Sashkin (1984) mentioned that fifty years of action research had demonstrated that participative management, when properly implemented, would effectively improve performance, productivity, and job satisfaction. It specifically improved staff commitment to the jobs, quality of customer service, and lower employee withdrawal behavior (Angermeier, *et al.*, 2009; Likert, 1967; Yukl, 2010).

Participative management system as an empowerment approach also function indirectly to influence human behaviors at work. It does build staff commitment through fostering positive members work attitudes. Research and literatures relate this leadership style with the likelihood of the improved employee work attitudes (G. R. Jones & George, 2006; Sashkin, 1984; Tuuli & Rowlinson, 2009). There was evidence that work attitude attributes as well as self-autonomy, meaningful tasks, feelings of security, and job satisfaction become mediators of the effects of the participative management system on employee performance behavior (Huang *et al*., 2006). Thus, the changes in the extent of such attributes lead to the improved performance behavior of the employees in term of commitment.

However, some literatures and results of empirical studies indicated that the relationships between the predictive variable of participative management and the criterion variable of employee performance moderated by situational factors. These include individual and organizational attributes. Leaders need to understand and consider these factors in designing and implementing participative management system. This is necessary to develop an effective leadership strategy to empower human resources and

help subordinates gain high job satisfaction and commitment. In order to design a supportive organizational environment and improve leadership effectiveness, the possibility of a causal relationship between the participative leadership and commitment, and its moderating factors needs to be studied and examined in organizational settings.

Participative management and its contingency factors

The discussions in the previous sections led to some conclusions that participative management may have direct and indirect effects on employee performance behavior. The extent of such a connection could be determined by contingency factors. To limit the focus of this topic, this article only highlights two situational factor as well as individual and organizational factors that are claimed as moderator factors of management effectiveness (Fielder, 1964; Jones & George, 2006; Yukl, 2002). The two factors become exogenous variables moderating the effects of participative management on commitment as the outcome variable.

Individual factors

Individual factors consist of demographic aspects (age, gender, marital status, education, length of service, level or rank on position, salary), as well as personal motives, values, and attitudes. These are assumed to influence how subordinates view the behavior of managers (Darmawan, 2003; Hanisch & Hulin, 1990; Kim, 2002). These factors potentially affect management performance because people bring their motives, values, and characteristics that influence work behaviors (Jones & George, 2006). Perceptions and attitudes towards a particular leadership are influenced by the individual characteristics. For example, compared with male workers, female are assumed to favor participative management systems. Some studies reported by Jones and George (2006) support the arguments that female leaders tend to be more participative in leading people at work. However, in terms of effectiveness, both genders have same opportunities to gain a higher performance (Jones & George, 2006). Meta analysis studies of Roth *et al*. (2012) found the performance behavior of female workers was higher than males, but in terms of job promotions, females obtained lower rate than males did (Wallace & Marchant, 2011). This was probably due to a biased image that jobs as well as managerial positions are limited only to group of males (Wallace & Marchant, 2011; White, Carvalho, & Riordan, 2011). The extent of leadership performance remains a challenge for both genders. Other situational factors must be explored because they potentially determine the effectiveness of leadership.

Organizational factors

Organizational factors include size, history of the institutions or organizations, type or work sector, structure, communication and relations model, and job design (Hackman & Oldham, 1980; Huang & Hsiao, 2007; Likert, 1967). Size refers to how big an organization is in terms of the number of members (Bartol *et al*., 2002; Reimann, 1975; Serenko, Bay, Bontis, & Hardie, 2007). Type, status or work sector relates to whether they are private or public sector organizations, established for academic, service, manufacturing, or industrial purposes (Cabrera, Ortega, & Cabrera, 2003; Vaccaro, Jansen, Bosch, & Volberda, 2012). History relates to the age of an organization (Huang, 1997). Structure describes how an organization is organized in terms of functions or divisions. Communication models refer to the ways of how organizations, departments,

units, sections, and people are to be structured in managing the relationships among and between these elements. They could be described as formal or informal, having dependent or independent relations, or being vertical or horizontal in the structures (Gibson, Ivancevich, Donnelly, & Konopaske, 2006). Job design relates to how organizational designs work, and provide employees with internal motivation to perform effectively (Hackman & Oldham, 1980).

Organizational culture is defined as the sharing of beliefs, expectations, values, norms, and routines brought by people that influences the way people work in achieving organizational objectives (Champoux, 2003; Gibson *et al*., 2006; Jones & George, 2006; Lok & Crawford, 2004). These elements characterize how things work and influence staff performance. Certain forms of culture can consolidate people assumptions and goals (Russell, 2001). These need to be developed and maintained in order to improve the quality of organizational environment. The managers then need to be able to maintain or change particular work cultures to ensure their contribution to pursue a higher performing organization (Wallach, 1983).

There are several forms cultures identified by different researchers such as corporate culture (Chiang & Birtch, 2007) or in the other forms: bureaucratic, innovative, supportive type of culture (Lok & Crawford, 2004; Wallach, 1983), clan, adhocracy, hierarchy and market oriented cultures (Ferreira & Hill, 2008; Quinn, 1989). They are assumed to influence the outcomes of a particular management applied by managers. However, 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 situations.

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. It creates a sense of organizational identity and help organizations successfully retain their quality employees because they experience a safe condition and stability (Gibson *et al.*, 2006).

However, Gibson (2006) acknowledged that until recently researchers had difficulties in measuring how far cultural factors influenced the effectiveness of an organization. The result of a research reported in this article sought to fill this gap by focusing the investigations on the three forms of organizational cultures: bureaucratic, innovative, and supportive culture. These were selected because they fit the contexts of universities in Indonesian. For the purpose of the research, these types of culture need to be described briefly as follow.

Bureaucratic culture is an organizational 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 organizations prefer power and control, to be stable, solid and on-going. This type is most suitable for large organizations that promote efficiency, customer satisfaction, and regular operations. Organizations that tend to be bureaucratic oriented is static, and difficult to attract and retain quality people.

Innovative culture is an organizational climate where people experience an attractive atmosphere and being dynamic. Leaders stimulate positive behavior, entrepreneurialism and workers with high ambitions. They are encouraged to work with great creativity, to deal with challenges and risk taking-works. Creating such an atmosphere is not a simple

thing. Psychological aspects could moderate leaders success in creating a favorable working condition. 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 to ensure the situation effectively create a favorable climate.

Supportive culture in workplaces has been called a '"fuzzy" phenomenon (Wallach, 1983, p. 33). Organizations are in a harmonious working environment, open, and members are more familiar to each other. Individuals and group experience close relationships, mutual trust, and a sense of safety. Employees are also encouraging to each other and working in collaboration.

Based on the literature review discussed above, this research was carried out with the main purposes is to investigate how the participative management system as an empowerment approach relate to employees commitment in university organizations. Specifically, to examine: (1) The effects of participative management on employees commitment, (2) the moderating effects of individual factors on the relationship between participative management and employees commitment, and (3) the moderating effects of organizational factors on the relationship between participative management and employees commitment.

METHOD

The research involved a sample of 1412 employees employed at 13 universities in the city of Malang Indonesia. The members of sample were selected through a multi stage sampling design (Creswell, 2005; Gray, 2009; Ross, 2005; Sproull, 1995). This research topic is initially as a part of PhD research project that used both quantitative and qualitative approaches (Burhanuddin, 2013). However, this article only focused on a quantitative data to answer the research questions. To gather the quantitative data on the participative and commitment behaviors, a set of items/questions was developed. There are 42 items used to measure the participative leadership behavior, 9 items for examining the level of staff commitment, 15 items to examine the level of staff commitment, and 15 items of the organizational scale. The development of these items was based on the concept of management systems and profile of organizations proposed by Likert (1967). Sample items for this variable are: “Influences subordinates voluntarily”; “Shows cooperative attitudes with subordinates”. Respondents were asked to rate on a 5-point scale (1 = strongly disagree, 5 = strongly agree).

The measures of organizational commitment (COMMITMENT) were developed from the modified items proposed by Porter *et al.* (1976) and Yousef (2003). These items were intended to measure the degree of the employee's psychological attachment to the organization, or the extent to which employees regarded their organization as a great place to work. How people felt about their job, their sense of oneness could be discovered through these measures. Sample items for this scale are: “This university really inspires me to work for the best”; I really pay attention to the future of this university”. Respondents were asked to answer on a 5-point scale (1 = strongly disagree, 5 = strongly agree).

To measure the extent of the organizational cultures, the ORG scale was developed by modifying some items from of OCI (Organizational Culture Index) applied by Wallach (1983) previously. Sample items of this scale are: "Encouraging creativity of the staff"; "Stimulating for subordinates". Participants provided responses on a 5-point scale (5 = Very true, 1 = Not true).

The scales of organizational factors (status, size of university, age/history of university) and individual attributes (gender, age of employees, education, employment level, length of service) were treated as the fixed variables. They represent the characteristics of the sample (employees and universities as institutions) and had been formed in simple structures. As a result, testing the reliability and validity of these scales are not necessary.

The assessment of items performance in developing the scales only includes the examination of items internal consistency and the validity of the individual items using the Rasch model of Item Responses Theory (Wu & Adams, 2007). Both procedures were applied to test whether the measurement models can be accepted as the reliable measures, and adequately fit the data. Relations among the research variables were examined employing a path analysis technique. This step was carried out to explore how the participative management behaviors influence the level of staff commitment in organizations. Effects of the moderating factors as well as organizational and individual attributes were also investigated using this path analysis model.

RESULTS

This research provided strong evidence supporting the reliability and validity of the three scales Participative management, organizational culture, organizational commitment). Cronbachs alpha for the full scale of the participative management is 0.82, organizational culture 0.71, and organizational commitment 0.90. Thus, all the scales can be accepted as reliable measures for this research (Hair, *et al.*, 2010).

Results of the individual items that were analysed by the Rasch model demonstrate most the items of the participative management scale adequately measure the underlying latent variable. From the 42 items developed in this scale, only one item had an unacceptable value of the infit statistic (1.53). Other items obtained the acceptable infit mean-square values in the range of 0.5-1.5 (Linacre, 2002). All the items had good discrimination indices (> 0.4) indicating significant relationships between each items and the total scores of the subscales. These items also did not have swapping deltas indicating the items responses are interpretable. The items also performed ordered thresholds which explain that they had monotonic responses and in expected directions. This indicates a good performance of the PM scale. Finally, the scale had higher separation reliability index (in the range of 0.9890.997, significance level < 0.01) explaining a big proportion of variance is considered true.

To improve the quality of the ORG scale, this research removed some items that showed a poor item functioning. From the 15 ORG items, 13 items were retained. All the items had high index values (0.63-0.84) demonstrating significant relationships among items and with their total scores in the subscales. This showed higher performance in discriminating persons according to the level of their autonomy. Items thresholds obtained indicate that the rating scale categories used in this research worked as intended

(Linacre, 2002). This is indicated by each item obtaining ordered item deltas implying the categories used in the items are interpretable for the measures. This ORG scale had higher separation reliability index of 0.9820.995 within significance level < 0.01 explaining a big proportion of the variance is true.

The third is COMMITMENT scale. This measure approximately had the discrimination index in the range of 0.66 - 0.81 (> 0.40) or showed a good performance in discriminating the individual responses according to their level of their autonomy. All items are also perceived as an adequate scale since its items had proper ordered thresholds and had no swapping deltas indicating items are interpretable. The reliability indices obtained are in the range of 0.993-0.996 in the significance level of < 0.01. It indicates a true proportion of variance explained.

The path model of analyses was carried out to explain: (1) how the participative management as an empowerment approach influences staff commitment in universities; (2) the direct and indirect effects of the participative management system on commitment; and (3) how the situational factors (organizational, individual) moderate the effects of participative management on staff commitment.

The strength of the relationships among the research variables were examined through two models of the path analyses. In the first model, effects of the participative management were examined by including the proposed organizational factors (status, size of university, age/history of university) and individual attributes (gender, age of employees, education, employment level, length of service). The model of the relationships of the variables is displayed in Figure 1. Any critical ratio that exceeds 1.96 is considered significant (Arbuckle, 2009). Therefore, only the factors that obtain this value are discussed further.

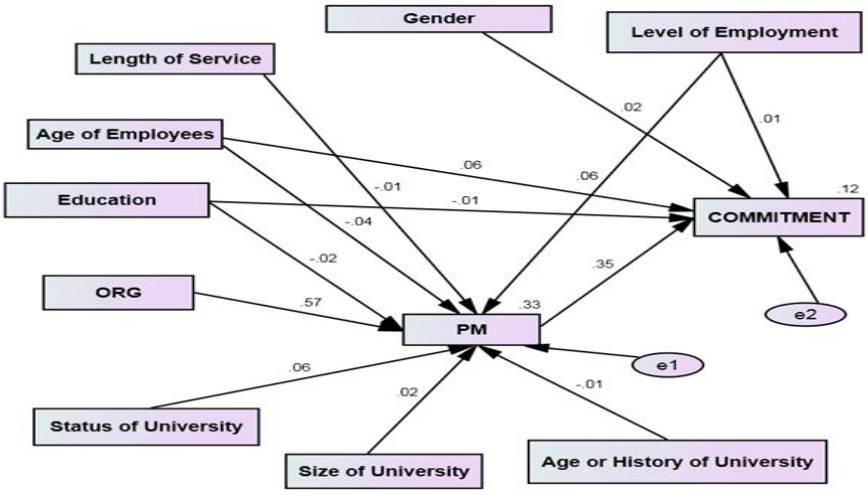


Figure 1. The proposed path model of PM effects on commitment

Results show only two predictor variables have significant effects on its criterion variables. As shown in Table 1, the first factor is organizational culture (ORG) that was found to have a significant direct effect on participative management (PM), $\beta = 0.57$, $p < 0.001$. This indicates that the extent of organizational culture (in terms of *bureaucratic*, *innovative*, and *supportive* forms) significantly created the likelihood of employee perceptions on PM. The stronger the forms of organizational culture regarded by the

employees, the more positive their attitudes towards PM. It also can be interpreted that the level of bureaucratic, innovative, and supportive cultures moderate or influence the employees to provide a high appraisal for the participative management behavior applied in the workplace. As displayed in Table 1, two other factors: level of employment and age of employees obtained critical values respectively 1.73 and 1.74 or close to 1.96. Although these values indicate that relationships exist between the research variables. However, both had higher *p* values of < 0.10 showing lower effects on their endogenous variables as depicted in Figure 1.

Table 1. Results of the first model path analysis in predicting effects of PM on commitment

Variables		**Direct effect**				**Indirect effect**	**Total effect**
Criterion	Predictor	S.E.	C.R.	P	Standard estimate (β)	(*ie*)	(β+*ie*)
PM	Length of Service	0.02	-0.34	0.74	-0.01	-	-0.01
PM	Education	0.03	-0.54	0.59	-0.02	-	-0.02
PM	ORG	0.03	19.52	***	0.57	-	0.57
PM	Status of University	0.11	0.99	0.32	0.06	-	0.06
PM	Size of University	0.00	0.40	0.69	0.02	-	0.02
PM	Age of University	0.01	-0.24	0.81	-0.01	-	-0.01
PM	Level of Employment	0.05	1.73	0.08	0.06	-	0.06
PM	Age of Employees	0.03	-1.18	0.24	-0.04	-	-0.04
COMMITMENT	PM	0.04	10.53	***	0.35	-	0.35
COMMITMENT	GENDER	0.07	0.47	0.64	0.02	-	0.02
COMMITMENT	Level of Employment	0.07	0.16	0.87	0.01	0.02	0.03
COMMITMENT	Age of Employees	0.04	1.74	0.08	0.06	-0.02	0.05
COMMITMENT	Education	0.04	-0.29	0.77	-0.01	-0.01	-0.02
COMMITMENT	Age of University	-	-	-	-	-0.01	-0.01
COMMITMENT	Size of University	-	-	-	-	0.01	0.01
COMMITMENT	Status of University	-	-	-	-	0.02	0.02
COMMITMENT	ORG	-	-	-	-	0.20	0.20
COMMITMENT	Length of Service	-	-	-	-	-0.004	-0.004

Note. Three asterisk (***) next to P values indicate the p-values is < 0.001.

Three asterisk (***) next to P values in the table indicate the p-values is < 0.001. It means that the probability of getting a critical ratio as large as 19.52 and 10.53 obtained by the corresponding variables in absolute values are less than 0.001. In other words, the regression weights for the predictors in the predictions of their respective criterion variables are significantly different from zero at the 0.001 level (two-tailed).

The second factor is participative management (PM) that had a direct effect on staff commitment (COMMITMENT), $\beta = 0.35$, $p < 0.001$. This indicates the extent of the participative management behavior implemented by leaders (in terms of the dimensions: leadership, motivation, communication, interaction, decision making, goal setting, and controlling) significantly influences the level of employees commitment to their job. The more participative the behavior of leaders, the higher the level of commitment demonstrated by employees.

Since not all situational variables had significant and strong effects on PM and COMMITMENT, the second model of path analysis was performed. Some modifications were made to improve the model by excluding the situational factors which did not provide significant effects or its critical values below 1.96 within the *p*-values of < 0.05. The values of the squared multiple correlations show that PM obtained 0.33. This

estimated that the predictors of PM explain 33 percent of its variance. In other words, its error variance is approximately 67.4 percent of the variance of PM itself. On the other hand, organizational commitment (COMMITMENT) explained 13 percent of its variance. It means the error variance of this construct is approximately 87.4 percent of the variance of the COMMITMENT itself. The modified model is displayed in Figure 2.

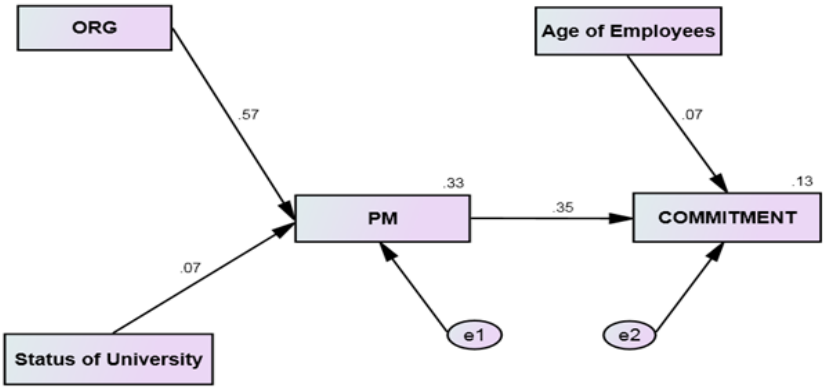


Figure 2. The modified path model of PM effects on commitment

Results show that PM had a strong direct effect on COMMITMENT, $\beta = 0.35$, $p < 0.001$. Similar to the finding in the first model, this positive coefficient indicates participative management behavior demonstrated by leaders strongly influences the level of staff commitment. The more participative leaders in empowering people, the higher the level of commitment demonstrated by the employees in organizations.

This model successfully identified three situational factors that significantly moderate the effects of the participative management system in building staff commitment at work. These include age of employees, organizational culture, and university status. Coefficients displayed in Table 2 indicate that age of employees moderate the perceived commitment of the staff.

In other words it influenced employees perceptions upon commitment. The positive coefficient means that the older employees are more committed to their jobs than the younger employees. Organizational culture obtained a higher coefficient of $\beta = 0.57$, $p < 0.001$. It shows a strong direct effect on participative climate that is regarded by employees as organizational members. The stronger the forms organizational culture experienced by employees, the higher they perceive the level of participative management. This ORG factor also had an indirect effect on COMMITMENT. The association between the two variables was mediated by PM with a resulting coefficient of $ie = 0.197$.

This indicates the perceived organizational culture influenced the staff commitment. The stronger the forms of the organizational culture built by leaders, the stronger the level of commitment shown by employees. The third factor is status of university that was found to have a direct effect on participative management ($\beta = 0.07$, $p < 0.05$). The positive sign explains that employees in government universities tend to perceive a higher level of participative behavior applied by leaders than those who are from private universities. This university status also provided an indirect effect on commitment. It had

a coefficient of $\beta = 0.02$, $p < 0.05$ indicating the employees of government universities perceived higher level of commitment.

Table 2. Results of the second model path analysis in predicting effects of PM on commitment

Variables		**Direct effect**				**Indirect effect**	**Total effect**
Criterion	Predictor	S.E.	C.R.	P	Standard estimate (β)	(*ie*)	(β+*ie*)
PM	Status of University	0.05	2.38	0.02	0.07	-	0.07
PM	ORG	0.03	19.58	***	0.57	-	0.57
COMMITMENT	Age of Employees	0.03	2.117	0.03	0.07	-	0.07
COMMITMENT	PM	0.04	10.55	***	0.35	-	0.35
COMMITMENT	ORG	-	-	-	-	0.20	0.20
COMMITMENT	Status of University	-	-	-	-	0.02	0.02

DISCUSSIONS

Findings of this research support the growing theories and previous studies explaining the construct of participative management and its relationship with commitment. Three scales were successfully developed and validated indicating as the reliable measures. These include the scales of participative management (PM), organizational culture (ORG), and organizational or staff commitment (COMMITMENT). In general, it found a strong relationship between participative management and employees commitment in the university setting in Indonesia.

Two models of the path analyses were used to examine: (1) The effects of participative management on employees commitment, (2) the moderating effects of individual factors on the relationship between participative management and employees commitment, and (3) the moderating effects of organizational factors on the relationship between participative management and employees commitment. The first model explored the connections of the proposed variables: participative management (PM) and its relationships with staff commitment (COMMITMENT). The moderating factors of the relationships were also examined including individual factors or attributes (gender, age of employees, education, employment level, length of service) and organizational factors (status, size of university, age/history of university).

Results show that participative management had a strong and direct effect on commitment. Such an association is relevant with previous studies that in general PM influenced employees performance (Cotton, *et al.*, 1988; Somech & Wenderow, 2006; Yukl, 2010; Spreitzer *et al.*, 1997). Specifically it had strong impacts on the level staff commitment (Huang & Hsiao, 2007; Laschinger, *et al*., 2004; Meyer & Allen, 1997; Mowday, 1999). The explanation for this finding is that employees led under the participative behavior are provided with relevant information about the jobs and how employees perform those jobs. These organizational members are also inspired to participate the decision making process, and to work independently. Furthermore, this style increased commitment level by promoting the organizational atmosphere where

employees could obtain satisfactory conditions (Hackman & Oldham, 1980; G. R. Jones & George, 2006).

The second variable is ORG that had a strong effect on PM as depicted in the first path model (see Figure 1). This can be explained when members regard organizational culture as strongly supportive, they tend to perceive a higher level of PM being implemented in their organizations especially the units. Such a result is in line with the characteristics and studies of organizational culture by Wallach (1983). In other words, organizational culture supports the increased level of participative management through fostering a positive working atmosphere for the employees (Gibson, *et al*., 2006). The other connections are shown in Figure 1 including the indirect effect of ORG on commitment, effects of level of employment, and age of employees. However, their associations with both PM and commitment are only significant on the p value of <0.10. Furthermore, except ORG, all moderating factors (grouped separately as individual and organizational) did not provide significant effects on the relationships between participative management and commitment. Thus, further discussions on these factors are not necessary.

After modifying the model of associations among the variables by excluding insignificant factors as shown in Figure 2, results indicate that PM has a strong effect on commitment. It exactly obtained similar values of coefficient and critical ratio as obtained by the first model. Therefore, the findings of this second path model are supported by the literature reviews, theories and previous research discussed previously.

While in the first model only ORG as a single moderating factor that provided a significant effect, in the second path alternative there are three factors were successfully identified that significantly moderate the relationship between PM and COMMITMENT. These factors are organizational culture, age of employees, and university status.

Organizational culture provided a strong direct effect on the perceived participative management level, but it had a direct effect on commitment. The responses to the measures indicate that the more employees experienced supportive organizational climate, the higher the level of PM perceived by employees. This finding is relevant with previous studies of Lok and Crawford (2004) and Easterby-Smith, *et al.* (1995). People interact with organizational environment, and bring their values into their workplaces (Wallach, 1983). Leaders who value the organizational context and the existing culture can build a supportive environment (Avolio & Gardner, 2005; Yukl, 2002), which in turn fostering individuals the skills, creativity, and innovative behavior (Drucker, 2006). This way of leadership enhances individual capacity in accomplishing the jobs, job satisfaction, and lead to a higher commitment (Ferreira & Hill, 2008; Lok & Crawford, 2004),

Age of employees had a direct impact on commitment and the positive value obtained meaning that older employees are more committed to their jobs compared to young employees. Such a finding slightly differs with a conclusion made by McEvoy (1989). However, it is in line with studies made by Cotton and Tuttle (1986). One possible explanation is that the older members are more likely to have better and steady jobs than young employees have. The length of service could increase commitment to and motivation to demonstrate their best for organizations.

This research found both a direct and indirect relationship between university status (in terms of government and private) and perceptions about the relationship between PM and commitment. Employees in government universities regarded a higher level of PM than

those from private universities. This finding was consistent with studies in other organizational sectors (Hooijberg & Choi, 2001; Zeffane, 1994), where employees in the government institutions were found to have a more positive attitude towards their jobs, which could result in a higher level of commitment to their jobs. Within Indonesian context, government universities are more advantaged with better support management than private sectors. Reasons are that government universities have more supports in terms of human resources, technology, and budget (DGHE, 2003; UNESCO, 2006). The employees have more benefits such as salary, incentives, and facilities. The private universities often have very limited resources to improve the quality of management. Thus, more positive responses of those in government institutions compared to perceptions in private universities (Welch, 2007).

CONCLUSIONS

This research adds to the literature that found participative management has a strong relationship with employees commitment. It serves as an effective empowerment strategy in building staff commitment in university organizations in Indonesia. Results point to the situational factors that potentially moderate the effects of this management system on staff commitment to their jobs. These include age of employees, organizational culture, and status of university. The level of employment is one of the individual factors that also moderated such relationships but it only provided a small effect. The results provide support for the contention that both individual and organizational factors are useful situational factors that need to be considered in developing the effective models of management and leadership. In particular to help university employees demonstrate a higher level of performance.

This research highlights the importance of developing theory driven models of potential organizational context of universities on the effectiveness of management and leadership. The differences exhibited by the sample would have been unnoticed although the research procedure accepted the fully invariant in pursuing the parsimonious models

Despite its substantive, theoretical, and methodological contribution to educational management studies and research, two limitations are considered. First, this research is limited by the characteristics of the sample whose group only included administrative staff (employees), or not all types of the human resources within university organizations. Second, specific elements of the findings may not be applicable to other types of organizations where employees work. However, in general, job specifications for administrative works of formal organizations have similarities. Thus, the potential information generated from this research could be applied to understand leaders and employees behavior in those organizations.

In order to get a more comprehensive research model, future research in the areas of management and leadership may further develop these research objectives. Researchers are warranted to further understand the employees reactions to other particular managerial practice, particularly, given the changing organizational context in the workplace.

References

Angermeier, I., Dunford, B. B., Boss, A. D., Smith, R. H., & Boss, R. W. (2009). The impact of participative management perceptions on customer service, medical errors, burnout, and turnover intentions. *Journal of Healthcare management, 54*(2), 127-141.

Arbuckle, J. L. (2009). *Amos 18 user's guide*. Crawfordville, FL 32327, U.S.A.: Amos Development Corporation.

AvolioT, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *The Leadership Quarterly* (16), 315-338.

Bartol, K., Martin, D., Tein, M., & Matthews, G. (2002). *Management: A Pacific rim focus* (3rd ed.). Roseville NSW 2069, Australia: The McGraw Hill-Company Australia Pty Limited.

Bass, B. M. (1990). *Bass & Stogdill's handbook of Leadership* (3rd ed.). New York: The Free Press: A Division of Macmillan, Inc.

Burhanuddin. (2013). *Participative management and its relationships with employee performance behaviour: A study in the university sector in Malang Indonesia.* (Ph.D), The University of Adelaide, Adelaide, Australia.

Cabrera, E. F., Ortega, J., & Cabrera, Á. (2003). An exploration of the factors that influence employee participation in Europe. *Journal of World Business, 38*(1), 43-54.

Champoux, J. E. (2003). *Organizational behavior: Essential tenets* (2nd ed.). Australia: Thompson South-Western.

Chiang, F. F. T., & Birtch, T. A. (2007). Examining the perceived causes of successful employee performance: an EastWest comparison. *International Journal of Human Resource Management, 18*(2), 232-248.

Cotton, J. L., Vollrath, D. A., Froggatt, K. L., Lengnick-Hall, M. L., & Jennings, K. R. (1988). Employee participation: diverse forms and different outcomes. *Academy of Management Review, 13*(1), 8-22.

Creswell, J. W. (2005). *Educational research: planning, conducting, and evaluating quantitative and qualitative research* (2nd ed.). Upper Saddle River, New Jersey: Pearson Merrill Prentice Hall.

Darmawan, I. G. N. (2003). *Implementation of information technology in local government in Bali, Indonesia*. Adelaide, Australia: Flinders University Institute of International Education.

DGHE. (2003). *Higher Education Long Term Strategy 2003-2010*. Jakarta: Directorate Genenal of Higher Education (DGHE), Ministry of National Education Republic of Indonesia.

Drucker, P. F. (2006). *Innovative and Entrepreneurship*. Amsterdam: Elsevier.

Dubin, R., Champoux, J. E., & Porter, L. W. (1975). Central life Interests and organizational commitment of blue-collar and clerical workers. *Administrative Science Quarterly, 20*(3), 411-421.

Easterby-Smith, M., Malina, D., & Yuan, L. (1995). How culture-sensitive is HRM? A comparative analysis of practices in Chinese and UK companies. *The International Journal of Human Resource management, 6*(1), 31-59.

Ferreira, A. I., & Hill, M. M. (2008). Organisational cultures in public and private Portuguese Universities: A case study *High Educ, 55*, 637-650.

Fiedler, F. E. (1964). A contingency model of leadership effectiveness. In L. Berkowitz (Ed.), *Advances in experimental social psychology* (Vol. 1, pp. 149-190). New York: Acadermic Press.

Gibson, J. L., Ivancevich, J. M., Donnelly, J. H. J., & Konopaske, R. (2006). *Organizations: Behavior, structure, processes* (12th ed.). Boston: McGraw-Hill/Irwin.

Gray, D. E. (2009). *Doing research in the real world* (2nd ed.). Los Angeles: Sage.

Hackman, J. R., & Oldham, G. R. (1980). *Work redesign*. Reading, Massachusetts: Addison-Wesley Publishing Company.

Hair, J. F. J., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate data analysis* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Hanisch, K. A., & Hulin, C. L. (1990). Job attitudes and organizational withdrawal: an examination of retirement and other voluntary withdrawal behaviors. *Journal of Vocational Behavior, 37*, 60-78.

Hooijberg, R., & Choi, J. (2001). The impact of organizational characteristics on leadership effectiveness models: An Examination of leadership in a private and a public sector organization. *Administration & Society, 33*(4), 403-431.

Hrebiniak, L. G. (1974). Effects of job level and participation on employee attitudes and perceptions of influence. *Academy of Management Journal, 17*(4), 649-662.

Huang, T.-C. (1997). The effect of participative management on organizational performance: The case of Taiwan. *The International Journal of Human Resource management, 8*(2), 677-689.

Huang, T.-C., & Hsiao, W.-J. (2007). The causal relationship between job satisfaction and organizational commitment. *Social Behavior & Personality: An International Journal, 35*(9), 1265-1276.

Huang, X., Shi, K., Zhang, Z., & Cheung, Y. L. (2006). The impact of participative leadership behavior on psychological empowerment and organizational commitment in Chinese state-owned enterprises: The moderating role of organizational tenure. *Asia Pacific Journal of Management, 23*(3), 345-367.

Jones, G. R., & George, J. M. (2006). *Contemporary management* (4th ed.). Boston: McGraw-Hill.

Kim, S. (2002). Participative management and Job satisfaction: Lessons for management leadership. *Public Administration Review, 62*(2), 231-241.

Laschinger, H. K. S., Finegan, J. E., Shamian, J., & Wilk, P. (2004). A longitudinal analysis of the impact of workplace empowerment on work satisfaction. *Journal of Organizational Behavior, 25*, 527-545.

Lashley, C. (2000). Empowerment through involvement: a case study of TGI Fridays restaurants. *Personnel Review, 29*(6), 791-815.

Likert, R. (1967). *The human organization: Its management and values*. New York: McGraw-Hill Book Company.

Linacre, J. M. (2002a). *A User's Guide to WINSTEPS: Rasch-Model Computer Programs*. Chicago: MESA Press.

Linacre, J. M. (2002b). What do inifit and outfit, mean-square and standardized mean? . *Rasch Measurement Transactions, 16*(2), 878.

Lok, P., & Crawford, J. (2004). The effect of organizational culture and leadership style on job satisfaction and organisational commitment: a cross-national comparation. *Journal of Management Development, 23*(4), 321-338.

McCrimmon, M. (2007). What is leadership style? http://suite101.com/article/what-is-leadership-style-a18991

McEvoy, G. M., & Cascio, W. F. (1989). Cumulative evidence of the relationship between employee age and job performance. *Journal of Applied Psychology, 74*(1), 11-17.

Meyer, J. P., & Allen, N. J. (1997). *Commitment in the workplace*. Thousand Oaks, C.A: Sage.

Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, Continuance, and Normative Commitment to the Organization: A Meta-analysis of Antecedents, Correlates, and Consequences. *Journal of Vocational Behavior, 61*(1), 20-52.

Miah, M. K., & Bird, A. (2007). The impact of culture on HRM styles and firm performance: Evidence from Japanese parents, Japanese subsidiaries / joint ventures and South Asian local companies. *International Journal of Human Resource Management, 18*(5), 908-923.

Mohrman, S. A., & Lawler, E. E. I. (1988). Participative managerial behavior and organizational change. *Journal of Organizational Change Management, 1*(1), 45-59.

Mowday, R. T. (1999). Reflections on the study and relevance of organizational commitment. *Human Resource Management Review, 8*, 387-401.

Porter, L. W., Crampon, W. J., & Smith, F. J. (1976). Organizational commitment and managerial turnover: A longitudinal study. *Organizational Behavior and Human Performance, 15*(1), 87-98.

Quinn, R. E. (1989). *Beyond rational management: Mastering the paradoxes and competing demands of high performance*. San Francisco, CA, US: Jossey-Bass.

Quinn, R. E., & Spreitzer, G. M. (1997). The road to empowerment: Seven questions every leader should consider. *Organizational Dynamics, 26*(2), 37-49.

Rank, J., Carsten, J. M., Unger, J. M., & Spector, P. E. (2007). Proactive customer service performance: Relationships with Individual, task, and leadership variables. *Human Performance, 20*(4), 363-390.

Reimann, B. C. (1975). Organizational effectiveness and managements public values: A canonical Analysis. *Academy of Management Journal, 18*(2), 224-241.

Ross, K. N. (2005). Sample design for educational survey research (pp. 1-82). Paris: UNESCO International Institute for Educational Planning.

Roth, P. L., Purvis, K. L., & Bobko, P. (2012). A Meta-Analysis of Gender Group Differences for Measures of Job Performance in Field Studies. *38*(2).

Sashkin, M. (1984). Participative management is an ethical imperative. *Organizational Dynamics, 12*(4), 5-22.

Serenko, A., Bay, T., Bontis, N., & Hardie, T. (2007). Organizational size and knowledge flow: A proposed theoretical link. *Journal of Intellectual Capital, 8*(4), 610-627.

Somech, A., & Wenderow, M. (2006). The impact of participative and directive leadership on teachers' performance: The intervening effects of job structuring, decision domain, and leader-member exchange. *Educational Administration Quarterly, 42*(5), 746-772.

Sproull, N. L. (1995). *Handbook of research methods: A guide for practitioners and students in the social sciences* (2nd ed.). Metuchen, N.J: The Scarecrow Press, Inc.

Tella, A., Ayeni, C. O., & Popoola, S. O. (2007). Work motivation, job satisfaction, and organisational commitment of library personnel in academic and research libraries in Oyo State, Nigeria. *Library philosophy and practice, 9*(2), 1-16.

Tuuli, M. M., & Rowlinson, S. (2009). Performance consequences of psychological empowerment. *Journal of Construction Engineering and Management*. http://www.ascelibrary.org

Ugboro, I. O. (2006). Organizational commitment, job redesign, employee empowerment and intent to quit among survivors of restructuring and downsizing. *Journal of Behavioral and Applied Management, 7*(3), 232-257.

UNESCO. (2006). *Higher education in South-East Asia*. Bangkok, Thailand: Asia and Pacific Regional Bureau for Education (APEID).

Vaccaro, I. G., Jansen, J. J. P., Bosch, F. A. J. V. D., & Volberda, H. W. (2012). Management innovation and leadership: The moderating role of organizational size. *Journal of Management Studies, 49*(1), 28-51.

Wallace, M., & Marchant, T. (2011). Female administrative managers in Australian universities: not male and not academic. *Journal of Higher Education Policy and Management, 33*(6), 567-581.

Wallach, E. J. (1983). Individuals and organizations: The cultural match. *Training and Development Journal, 37*(2), 28-36.

Welch, A. R. (2007). Blurred Vision?: Public and private higher education in Indonesia. *Higher Education, 54*(5), 665-687. White, K., Carvalho, T., & Riordan, S. (2011). Gender, power and managerialism in universities. *Journal of Higher Education Policy and Management, 33*(2), 179-188.

Wu, M. L., & Adams, R. J. (2007). *Applying the Rasch model to psycho-social measurement: A practical approach*. Melbourne: Educational Measurement Solutions.

Yousef, D. A. (2003). Validating the dimensionality of Porter et al.'s measurement of organizational commitmement in a non-Western culture setting. *The International Journal of Human Resource management, 14*(6), 1067-1079.

Yukl, G. (2010). Leadership in organizations (7th ed.). Upper Saddle River, New Jersey Prentice Hall.

Zeffane, R. (1994). Patterns of organizational commitment and perceived management style: A comparison of public and private sector employees. *Human Relations, 47*(8), 977-1010.

INDONESIAN TRADITIONAL GAME "GOBAK SODOR" AS A TEACHING MODEL FOR A HOLISTIC LEARNING IN PRIMARY EDUCATION

Nur Amalia
Muhammadiayh University of Surakarta
Email: nur.amalia@ums.ac.id

Abstrak: Indonesia, with its multi culture and multi ethnic, has many varieties of traditional game for children. However, it is quite rare to find primary teachers adopting those games for students learning. Most primary teachers encounter creativity and professional challenges in embracing traditional games as a student-oriented pedagogy. Therefore, this paper discusses possible implementation of traditional games in primary learning. Specifically, it focuses on *Gobak Sodor* as a game-based primary teaching and learning. This research further investigates the integration of various primary subjects into Gobak Sodor through trials and simulations. Six groups of students of PGSD UMS participated in an in-depth qualitative study that investigated their understanding of *Gobak Sodor*, S.W.O.T analysis of the game, and the making processes in implementing it into primary learning. The research gathered students' framing and reframing of game's modification, presentation, simulation and reflection through discussions and class observations. The findings discover possible model of integrated learning incorporating *Gobak Sodor*. The structure of the game enables students to modify it into extensive puzzle-based learning models. The findings demonstrate how the integration of *Gobak Sodor* into primary teaching has boundless potential to become a holistic learning.

Keywords: gobak sodor, game based learning, model of teaching, holistic learning

In recent years, students centered education has gained much supports from education stakeholders. The previous government made a leap change in the curriculum to support learner-centered education through the 2013 Curriculum. However, the shift was not followed by adequate recources and was considered experimental (www.sekolahdasar.net). The recent government, thus, decided to re-implement the 2006 curriculum. Despite the Curriculum shifts, in the stage of development of learning model, it is the professional level and professional commitment of teachers that matter most (Soedijarto, 2013).

Through both curriculums, teachers have been developing teaching models to support students-centered education called PAKEM, PAIKEM and PAIKEM GEMBROT. These teaching models are intended to become an active, innovative, creative, efective, fun, happy and meaningful learning for students. However, the implementation of those models in primary settings are still low. Based on experience and observation in primary classrooms, the term 'innovative', 'creative', 'active', 'fun' and 'happy' often interpreted as an activity called ice breaking. Teachers teach students certain clap patterns and songs to gain students attention and attract them into learning. This is where the misconceptions and lack of understanding start. Many primary teachers, and student-teachers, consider ice-breaking activities as the active and fun teaching model itself. Many education practitioners are bounded by curriculums which often frame learning as in-class activities of certain subjects at certain time.

At the beginning of this study, a preliminary question about what people like most during their childhood was asked to several primary teachers and student-teachers. The answers vary from family time, mother's cookings, climbing trees with friends, getting wet in the rain with siblings, and traditional plays they played. Less than 5 % respondents

answered school time. When the 5 % respondents were asked to elaborate their answered, they said that it was the chance to meet their friends that they like most. What insights were learnt from those answers? The meaningful learnings that children remember are those that have value of togetherness, value of real communication, value of tradition and value of care.

In this study, one of Indonesian traditional games, Gobak Sodor, was considered to be a promising teaching model which embraces both active and meaningful learnings. Therefore, this study examined the characteristics of Gobak Sodor and whether or not it is relevant to be a teaching model to achieve the national educational objectives of the primary education. Gobak Sodor is chosen because this game is national-wide known. In Natuna island, for instance, Gobak Sodor is also known as Galah while in Riau it is called Galah Panjang (liputan6, 2015). Some regions also know this game as Cak Bur, Galah Asin, Galasin, and many more. Gobak Sodor is known as a traditional game which is played by two teams. One team is an Offense team and the other one is Defense team. Children in Indonesia have started leaving this traditional game behind (Setiawan, A., et al, 2013). They prefer to play digital games from their gadget. Therefore, this project is also a preservation project of Indonesian traditional games.

Games and plays has been recognised as a medium for learning. At the initial stage, Groos (1890) appraised plays as a medium that provides opportunities for the practice of life-skills and possibilities of exploring ways of learning. Lavega, P., et al (2014) envisioned traditional plays as a vehicle to develop students' emotional and social skills. This study also explored the possibilities of Gobak Sodor as cognitive tools that raise students' motivation and interest in learning different subjects.

METHOD

The participants in this study were 35 student-teachers from faculty of education and teacher training, Muhammadiyah University of Surakarta. They were all 5th semester students pursuing a primary teaching and training degree and were doing a professional practice at primary schools. It should be noted that this study formed part of a Local Culture Education (LCE) subject that the participants were taking. The aim of the project in the LCE subject was to preserve Indonesian traditional games as well as to build awareness about traditional games as a teaching models in primary settings. Participants were the groups that chose Gobak Sodor as their traditional game for their project.

To participate in the study, participants were involved in a total of six sessions, each lasting for 100 minutes, i.e. two sessions of theoritical knowledge and practice, one session of Gobak Sodor SWOT analysis and discussion, one session of Gobak Sodor modification, one session of trials and one session of simulation. The discussions were noted and voice-recorded, activities in trials and simulation sessions were video-recorded to ensure the data are reliable and valid.

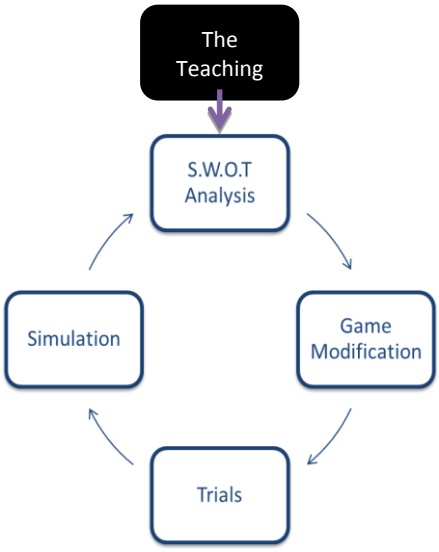


Figure 1. Pedagogical model for developing Gobak Sodor as a teaching model in primary settings.

The Teaching

Before starting their project, participants took 2 sessions, in which they were provided with basic and theoritical knowledge about SWOT analisis. Participants were provided with a traditional game to analyse by considering safety and fairness of the game. They also discussed possible modification of the game to ensure a safe and secure learning environment and to support and promote meaningful and active learning.

SWOT Analysis

Participants discussed in their group to explore the strengths, weaknesses, opportunities and threats in Gobak Sodor for a model of teaching in primary settings.

Strengths. Participants figured out why children (and or adults) love to play Gobak Sodor. They discussed the learnings gain by children from the game. What values do children get and what skills are learnt through playing it. *Weaknesses.* Gobak Sodor was evaluated in terms of game field, rules, playing time, risks, game equipments and the weaknesses were listed for a chance of modification. *Opportunities*. Participants developed their analyctical thinking skills through analysing four domains of Gobak Sodor; social/cultural, behavioral/physical, affective/emotional and cognitive/intellectual (Briggs and Hansen, 2012). *Threats.* Participants discussed how traditional game-based teaching models can fit in to national curriculum. What the biggest challenge are to implement such models into primary settings.

Gobak Sodor Modifications

Games and plays can be re-structured, adjusted and modified to the need of students. The modifications that participants made should aim for a safer and more secure learning, a fairer game, and a more achievable learning goals. Therefore, participants scrutinized the elements of the game, including rules, players, duration, game field, equipments, and Modifications also targeted a integrated learning with 5 main subjects (Science, Mathematics, Indonesian, Social Studies, and Pancasila and Civics) in primary education.

Trials. At this stage, participants were in the process of finalizing their Gobak Sodor modifications. Through trials, they experienced the process of teaching the game, experienced the playing process and acknowledged step by step the procedure and rules of their modified Gobak Sodor. This stage serves as a self-evaluation and reflection to participants works and suggests improvements for their modified game.

> "I think that we need to add a referee to the game and in the rules. It was hard to see what's really happening when everybody focused on running forward and solving the puzzle." (Participant E, video 3, August 20, 2015)

Simulations

Participants performed as primary teachers and taught their peers from different groups about their modified Gobak Sodor. The peers should act out as primary students and followed the instructions. This stage informed the participants about possible challenges when they implement the game into primary settings.

> "The game ran differently than we tried last week. We find how some rules need to be changed and adjusted for students at fifth grade so that they are able to understand. Also, we find it challenging in managing the 'students'. We need to develop a more explicit instructions for them." (Participant L, video 14, August 26, 2015)

Suggestions and recommendations were made by participants' peers and they developed their modified Gobak Sodor by considering their micro-teaching experience and peers' opinions.

FINDINGS AND DISCUSSION

Indonesian Constitution (Act Number 20, Year 2003) on National Education system stated the national objective of education is:

> "…to develop competence and build character as well as develop dignified national civilization in the framework of advancing the intellectual life of the nation, with objectives the development of learners' potentials to become a man that believes in God the almighty, has noble morality, is healthy, masters knowledge, is bright, is creative, is independent and to become a democratic and responsible citizen."

Soedijarto (2013) recommended those objectives to be transformed into more operational objectives that consist of: (1) scientific and intellectual objectives; (2) spiritual and moral objectives; (3) emotional objectives; (4) life-skills objectives and (5) physical education objectives.

The modified Gobak Sodor models have characteristic as a puzzle game, in which other subjects can be included in the play. The integration of different subjects through jigsaw needs to be completed during the play thus become one of missions to accomplish. This modification allows Gobak Sodor to embrace the five operational objectives.

The analysis of strengths, weaknesses, opportunities and threats informed several possibilities in modifying Gobak Sodor.

The strengths analysis revealed Gobak Sodor accommodates characters education, cognitive skills, social skills, active and meaningful learning, and physical education. The weaknesses analysis suggested modifications of the rules. For instance, to make Gobak Sodor more achievable, team-switch happens when all members of offense team had been tagged by defense team. However, to ensure no time wasted, each game is given 7 minutes before a switch. In the analysis of Opportunity, participants were encouraged to

think out of the box. The analysis resulted a modification of Gobak Sodor by combining puzzle games. The threats analysis portrayed curriculum and policy about objective of education for schools and teachers were prioritizing 'winning' national exams.

Strengths	Weaknesses	Opportunities	Threats
• Teaches some motor skills (physical education) • Develops honesty, risk taking, fast thinking, responsibility, discipline, hard work, rescilience, critical & creative thining, obidient, respect, understanding, concentration, tolerant. (character education) • Fun, enjoyable and happy learning. (Active and engaged learning) • Leadership skills. • Communication skills. • Analytical skills.	• Time consuming. • Energy consuming for both teacher and students. • Un-supervised. • Fields availabality. • Fields condition. • Rules: hard to accomplish when any member of team gets tagged means team-shift. • Only 10 children play per game. • Chance of injury. • Chance of chaos.	• Each team create a secret language to communicate between members. (New technology, Creativity). • Possible movements integration in the play. (Physical Education) • Rewards for the most honest/patient player or award for player with a particular character in focus. (Character building, affective skills) • Puzzle game for integration of other subjects. (Intellectual domain, Cognitive)	• Teachers may think that Gobak Sodor will take much time and energy and they will not able to teach all materials to their students by the end of the term. • Schools' priority in educating children is schools ranking based on students' exam score and quantity of students who passed the national exam. • As long as the national exam is the main 'objective' in education, teaching models such as modified Gobak Sodor will not be taken into account.

Table 1. SWOT analysis of Gobak Sodor

Modified Gobak Sodor as Teaching Model

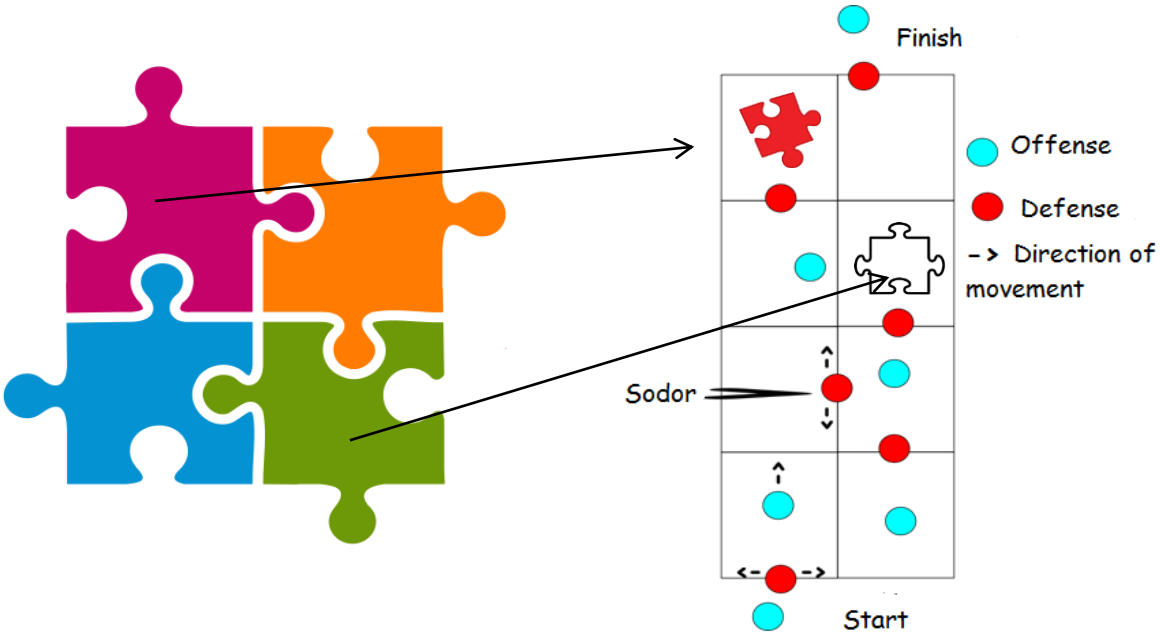


Figure 2. Possible teaching model of modified Gobak Sobor with puzzle game.

Ensuring a safer and more secure learning, rules, fields, duration of each game and playing procedure are modified.

> "When I was a child, I used to play Gobak Sodor with my friends. I was a girl but most of my friends are boys. I remembered how my friends often didn't pay attention to the lines when they guarded. So the defense team members just ran so fast and tagged so hard. This is so dangerous because he could fall or other friends could hurt. I think we need another player to act as a line-referee or the teacher should be one. To always remind students about the rule of tagging. Also, it will be fair not to have mix students. So, boys versus boys or girls versus girls." (Participant A, anecdotal note week 2, August 13, 2015)

Players: 4 – 5 students per team (8-10 students); 1 line-referee; 1 umpire (teacher)
Rules:

a. One team defense consists of 4/5 students and One team Offense also consists of 4/5 students.
b. Defense team's task is to guard offense team not to cross and pass squares from start to finish.
c. Offense team's tasks are to cross from start to finish line and to take a piece of puzzle based on criteria/question from the umpire and arrange the jigsaws in the finish line.
d. Defense team can only run on the line assigned (4 run horisontally and 1 runs vertically)
e. Offense team's members try not to get tagged by any member of defense team's member.
f. If defense team can tagged all members of offense team, players switch roles.
g. Minimum 2 games per play. One game duration is 7 minutes. If offense team cannot complete the tasks, players switch roles.
h. Each correct piece of puzzle that the players bring to the finish line is worth 10 points.
i. Completing the tasks is worth 100 points.
j. In the middle of the game, the line referee will give some questions. If the offense team's members can answer it, the defense team's members will freeze for 3 seconds.

It is evident from the trials and simulation stages that the modified Gobak Sodor is managable and is possible to be a game-based teaching model. During the simulation, the model facilitated 'students' to learn various lessons in one learning session. They learnt about a certain subject, such as mathematics, through the puzzle-game. They learnt a better communication skill with their peers and learnt how to work in a team. 'Students' also learnt to obey rules and set goals for theirselves and were motivated to achieve their learning goals. Positive characters were also developed during the learning, such as respectful, honest, patient, persistent and resilient. Rutter et al (1979) asserted that schools and learning communities work effectively when knowledge and learning are taught professionally and characterized by an ethos or culture-oriented which may be expressed in terms of emphasis on self/team-learning, longlife learning, basic social skills and agreed learning goals that are relevant to real situation.

CONCLUSION

In recent years *active, meaningful and fun* learning has magnetized researchers to consider it as a subject area of importance in primary education. In this investigation, we also interested in how the pedagogical gap between two fields of education might be addressed so that the content knowledge is able to be aligned with *active, meaningful and fun* learning through traditional game-based teaching model. Our project suggests that the modified Gobak Sodor game is a teaching model where learning to know, learning to do, learning to live together and learning to be are able to occur together in one teaching. It is a possible way of a holistic learning in primary settings. It purposefully serves as a teaching model which processes knowledge and learning effectively, yet attends to emotional, social and other aspects of life.

Nonetheless, teachers and student-teachers in primary school as practitioners should use this model as a guiding framework rather than a rigid model. This teaching model, however, rises further questions due to the nature of the implementation in primary schools and its effectiveness. Answers to these questions are necessary to add further detail to the proposed pedagogical model because they will suggest how implementation of Gobak Sodor relates to holistic learning and supports teaching and learning in primary settings.

References

Briggs, M., and Hansen, A., 2012. *Play-Based Learning in the Primary School*. London: SAGE Publication, Ltd.

Delors, Jacques et. Al., (1998). *LEARNING: The Treasure Within*. Report to UNESCO of International Commission on Education to the 21st Century. UNESCO

I. H. Misbach. (2007). *Peran Permainan Tradisional yang Bermuatan Edukatif dalam Menyumbang Pembentukan Karakter dan Identitas Bangsa*. Bandung: UPI.

Lavega, P., Alonso, J. I., Etxebeste, J., Lagardera, F., & March, J. (2014). Relationship between traditional games and the intensity of emotions experienced by participants. *Research Quarterly for Exercise and Sport, 85*(4), 457-67. Retrieved from http://search.proquest.com/docview/ 1647736221?accountid=38628

Loveless, A. and Thacker J. (2005). 'Visual Literacy and ICT: "I'm only looking …"' in S. Wheeler (ed.). *Transforming Primary ICT*. Exeter: Learning Matters. pp. 114-131.

Rutter, M., Maughan, B., Mortimore, P. and Ouston, J. (1979) *Fifteen Thousand Hours: Secondary Schools and their Effects on Children*. London: Open Books.

Setiawan, A.; Kartikadarma, E. & Haryanto, H.(2013). "Preservation of Gobak Sodor traditional games using augmented reality computer game simulation," in *Information and Communication Technology (ICoICT), International Conference of* , vol., no., pp.235-240.

Soedijarto. 1991. *Mencari Strategi Pengembangan Pendidikan Nasional Menjelang Abad XXI*. Jakarta: PT. Grasindo.

Soedijarto. (2013). Some Notes on Curriculum Development for Primary Education: A Strategy for Planning, Development, and Implementation of Primary Education Curriculum. In *International Seminar on Primary Education: Empowering the Primary Education for the Brighter Generation*. UNY.

National Education Law No. 20 Year 2003.

http://www.sekolahdasar.net/2014/12/mendikbud-putuskan-kurikulum-2013-dihentikan.html. Retrieved on October 28, 2015.

http://citizen6.liputan6.com/read/2208126/seru-bermain-traditional-sport-gobak-sodor.Retrieved on October 28, 2015.

EFFECTIVENESS OF STRESS SELF- LEARNING MANAGEMENT MODULE DUE TO WORK ON SPECIAL EDUCATION TEACHER

Abdul Huda; Agung Kurniawan; Mohammad Efendi
State University of Malang
Email: efendi.plb@gmail.com

Abstract: The study is a follow-up after an exploratory study on the stress of working on Special Education Teachers in inclusive education. Results of the study was most of them suffering from mild stress caused by work category, to minimize the stress resulting from the conditions of work, we need a good module for independent learning. In conclusion, the book of self-learning module about the stress of working in Special Education teachers are excellent qualifications. Evaluation of it comes from experts and users.

Keywords: increase quality, of learning sociology in timor-leste, with instructional teaching material that base on context of social environment

Human being who needs to perform work activities in daily life is an attempt to maintain dignity as a human being productive. Human interaction with the job and work environment can provide positive and negative effects. Employment and healthy working environment can have a positive effect, the opposite of work and healthy working environment that is not conducive could cause psycho-physiological disorders ranging from mild to severe (Suma'mur, 1976; Efendi, 2003). Similarly, in the profession of special education teachers in special schools and inclusive schools, it will give a negative or positive impact on the work he does.

Considering the workload borne of special education teachers in special schools and inclusive schools, while performing his professional duties equally prone to stress. Results of identification in the field indicate that the causes of stress (stressor) on teachers, including special education teachers, among others: a salary cut, the difficulty of credit rate to rise in rank or position, promotion or position pending, teaching subjects that are irrelevant to the expertise, limited opportunity to participate in further education, limited opportunities for training or upgrading (Arismunandar, 1997).

Results of exploration collected from 98 special education teachers who teach in Inclusive Schools in East Java showed that the majority of special education teachers in inclusive schools experiencing stress due to work in the medium category, and some other small stress caused by work in the category of heavy and light, The contribution of each variable both internal and external to the stress caused by work experienced special education teachers in inclusive schools in East Java, obtained the following conclusions: gender, age respondent, employment status, income or salary, the suitability of the pre-position educational background, achievement motivation and interest in the position significantly contribute toward occupational stress experienced by special education teachers in inclusive schools.

Whatever gradation stress conditions experienced special education teachers need immediate solution, and management control in order to avoid a greater impact accompaniment. Many ways can be done to manage stress caused by work, namely through direct coaching via face to face or indirectly (through the medium of a particular media). The use of these two ways has different effects and consequences in terms of effectiveness and efficiency.

Results from focus groups and consider the efficiency and effectiveness, especially in terms of flexibility, the preparation of occupational stress management module of special education teachers is expected to be a smart solution and urged immediately realized. On this basis, the substance serving module management of stress due to work a special education teacher is structured hierarch ally as follows: module I discussion about understanding stress due to work, with 2 units of learning (learning activity 1: basic concepts of stress due to work, and learning activities 2: the negative impact of stress caused by work). In the second module the discussions on understanding the characteristics of self, with 2 units of learning (learning activity 1: people with all its advantages, and learning activities 2: evaluation of personal capacity). In the third module: behavior modification to control stress caused by work, with 3 units of learning (learning activity 1: self-control skills, learning activities 2: cope with stress of occupational therapy 1, and learning activities 3: therapy against stress caused by work 2).

RESEARCH METHODS

In the procedural step of this development study consisted of 10 steps (Borg & Gall, 1983). As a whole these steps to further a simplified into two phases. Firstly, exploration of the quality of occupational stress faced by special education teachers, including the determinant factors that influence the quality of stress on the special education teacher. Secondly, based on the first phase of exploration is continued preparation of the module and the validation by experts (the field of technology education / learning, psychology, guidance counseling and special education), and special education teachers in inclusive schools and special schools.

The data collected research on the second phase, the next step began to separate, organized and classified it into units that can be managed. For quantitative data, analysis done by using statistic descriptive, whereas for qualitative data analysis is conducted through the following steps as follows: (1) data reduction, (2) data presentation, (3) conclusion and verification (Miles & Huberman, 1984).

RESEARCH RESULT

Results of an exploratory study on special education teachers in inclusive schools from elementary, middle until high school / vocational inclusive, a picture that is significantly under stress due to work a special education teacher correlated with the sex of the respondents ($r = 0.351$), age of the respondents ($r = 0.204$), employment status of the respondents ($r = 0.231$), interest or income respondents ($r = 0.189$), the same pre-position educational background ($r = 0.260$), achievement motivation ($r = 0.477$), and interest in the position ($r = 0.350$). In other words, there is the contribution of each variable to occupational stress experienced special education teachers in inclusive schools.

According to the recommendations of the study results, the need of behavioral coaching device that can be carried out independently by special education teachers in inclusive schools is simple and feasible urged to hasten. Listening to the assessment of experts (technology education, special education, psychology, counseling) on the quality of the book module on the management of stress caused by work special education

teachers who work in schools organizing inclusive education in East Java substantially (88.64%) was categorized as very feasible.

Results of the assessment of the learning modules (Special Education Teacher) comprehensively, it can be concluded that this module (84.89%) was categorized as very feasible. Partially assessment user ratings quantity can be interpreted that the level of conformity with the purpose of the book of this module and its benefits to users considered was very feasible. Comments regarding the purpose and benefits of this module, users rate it was very good, because the aspects contained in the module would be helpful for special education teachers in order to control the occurrence of stress conditions. However, advisable if possible, to consider the choice of words more familiar to the target group.

The clarity of the material presented in each unit module and its Learning Activity in the judgment of the users was considered very worthy. Most states that the material presented is clear and easy to be understood. A summary of the material and exercises related to the material presented makes it easy for users to understand. However, advisable if possible, to add a list of words that are considered difficult or foreign.

The quality of the style language used in the book module associated with the convenience of the reader to understand the contents according to the users ratings are considered very worthy. Due to the style of language used in writing this module is universal so it is easy to be understood, especially for special education teachers with varied backgrounds (not graduate PLB). Sentence written on the back, there is always the descriptors of the previous sentence. To consider simplification few sentences to improve readability of the user.

The substance of the material presented in the book of this module to ease digested by the special education teacher in the judgment of the users considered very worthy. Because of the substantial material presented in the book of this module is to be practiced in everyday life. However, some users suggest, some parts of the module can be simplified language use.

Organizational layout presentation of the material in the book as a whole module facilitates special education teachers, because the systematics in the judgment of the users considered very worthy. Readers are gradually given an understanding of stress conditions, so that the next material session, readers already have a frame for understanding the material presented. Being suggested by the users, when a possible, this module needs to add questions related or exercises to improve comprehension.

Coherence or integrity of the material presented between unit modules and learning activities presented in this module book in the judgment of the users considered very worthy. This is because, each unit module is presented is always given an introduction towards an understanding of the material to be presented. In addition, inter-unit learning activities on the unit module, and the module is no continuity between the units of the material, so it is quite striking in the direction that will be achieved.

This module contributes book as one of the references or special education teachers the option to do self-therapy towards symptoms of stress due to work, in the judgment of the users considered very worthy. Because these modules can be used assess the capacity

themselves. Hopefully, this module book can be copied and distributed to the special education teachers in inclusive schools and special schools.

The quality of the theoretical and practical information on the material presented in the book module (from beginning to end) in the judgment of the users considered very worthy. Because this module book offers straightforward and practical, so that whoever the reader easily understand.

Prediction special education teachers to gain new knowledge about the stress of the job and how to avoid or eliminate through self-therapy, assessed by the very decent. Because this module book can indirectly provide practical knowledge related to conditions of stress and its causes. Hopefully, all special education teachers should have this book as a means to conduct a self-evaluation.

Overall how expediency book this module is associated with special education teachers need to understand the stress of the job and how to avoid or eliminate through self-therapy is considered very feasible. This is because, in addition supported by materials how self-knowledge, there are also practical exercises that can be done by the reader, thus directly or indirectly, would be very useful to help smooth work of special education teachers.

DISCUSSION

Professionalism as an attitude of the members or a group of individuals who actually serve in earnest to his profession. Professionalism of Special Education teacher is characterized by the mastery of competencies as defined in Regulation No. 19 Year 2005 on National Education Standards and Law Number 14 Year 2005 on Teachers and Lecturers. At least 4 components of competence that must be possessed by the teacher in performing his professional duties, among others: pedagogical competence, professional competence, social competence and personal competence.

As well as other professions, a job as a special education teacher has the potential stress agents, symptoms are characterized by self-denial so that irregularities are functionally. Indicators of stress refers to the internal condition of the individual to adapt well to the feelings that threaten the physical condition and or psychologically (Miner, 1992), or the label for psychological symptoms that precede the disease, reaction to anxiety, discomfort or anything else similar (Niven, 2000).

Stress due to the special education teacher working as a condition caused by transactions between individual teachers with the work environment, giving rise to a perception gap between the demands coming from the situation with system resources biological, psychological and social (Smet, 1994). On that basis, stress special education teachers can conceptualized in a variety of viewpoints, including: (1) stress is seen as a stimulus or independent variables that affect the existence of the individual, (2) stress is seen as a response or dependent variable, and (3) stress is result of interaction with the environment (Sarafino, 1990).

Studies medically about the psychological response to the reaction of the resistance in the body, is the non-specific response of the body to any demand med on it (Miner 1992; Porth 1998) which became known to the general adaption syndrome (GAS) or a syndrome common adaptation (Helman, 1990; Niven, 2000). There are several reactions that occur in this mechanism. The first reaction occurs is a response to a run situation or

opponent. In this phase the body prepared to face danger with one or two ways are offered, namely to fight or flee. The second reaction is fading and eliminate the worry that the body's reactions seem normal again. At the moment we have overcome the perceived stress satisfactorily.

Elaborating all root problems that cause the emergence of occupational stress can help the development potential of the capacity of special education teachers in inclusive schools to do self-therapy. One of the strategic steps by considering various things, there needs to be a reference related to the option of special education teacher education activities. Based on that idea, developed "learning modules" that can be learned by the students themselves individually or taught by the student himself (self-instructional) (Winkel, 2009), as well as study materials arranged in a systematic and interesting that includes content, methods and evaluation that can be used independently to achieve the expected competencies (Anwar, 2010).

To get a reliable product, as the book of this module, the tests gradually and continuously. The assessment was done by experts of education and psychology. The conclusion of the assessment that book learning modules on stress management as a result of a special education teacher working in an inclusive school is considered highly feasible, especially in terms of legibility (ability of a text book or manuscript interaction with readers or users).

Readability of a text is theoretically depends on three things, namely related text readability, readability relevant background behind the reader, and the legibility of the text associated with the interaction between the reader (Rusyana, 1984). Readability it relates to the reader's understanding because reading it has a special attraction which allows readers to continue immersed in reading (Mc Laughlin, 1980 in Suherli, 2008). Likewise, Klare (1984) stated that the reading has good readability level will affect its readers in enhancing learning and memory, increase speed and efficiency of reading and nurture reading habits (Suherli, 2008).

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the results of expert assessment and user modules, it can be concluded that substantially book of stress learning management module due to work for special education teachers in inclusive schools is considered to be very feasible. Because readers can understand easily stressed due to work and how to avoid or eliminate through self-therapy.

Suggestion

How to use stress learning management module caused by work special education teachers in inclusive schools is by readers, among others: (1) to be able to absorb the material presented in this module should be read slowly and record the parts that are considered necessary discussed (especially new readers who do not have the prerequisite knowledge), (2) to further the reader category, can be read as usual and try to do the tasks or exercises that accompany it, and can be internalized into behavior in everyday life.

References

Anwar, Ilham. 2010. *Pengembangan Bahan Ajar.* Bahan Kuliah Online. Direktori UPI. Bandung.

Arismunandar. 1997. Hubungan Karakteristik Individu dan Lingkungan dengan Stress Kerja Guru di sulawesi Selatan. *Disertasi PPS IKIP Malang*

Borg, W.R. & Gall, M.D. 1983. *Educational Research: An Introduction* (4th ed.). New York: Longman

Efendi, M. 2003. Stress akibat kerja yang dihadapi oleh guru SLB. *Jurnal Pendidikan dan Kebudayaan*. 43 (9), 545-557

Miner . 1992. *Industrial Organizational Psychology*. New York:Mc GrawHill Book Company

Niven. 2000. *Health Psychology: An Introduction for Nurses and Otherhealth Case Profesionals* (alih bahasa Agung Waluyo). Jakarta: BCG.

Porth 1998. *Pathophysiology.* Philadelphia: Lippincott

Klare, G.R. 1984. Readability: Handbook of Reading Research. New York: Longman Inc.

Rusyana. Yus. 1984. Bahasa dan Sastra dalam Gamitan Pendidikan. Bandung: CV Diponegoro.

Rusyana. Yus dan Suherli (2004) Studi Keterbacaan Buku Pelajaran Sekolah Dasar. Jakarta: Pusat Perbukuan Depdiknas.

Suherli. 2008. *Keterbacaan Buku Teks Pelajaran*. Ciamis: Universitas Galuh

Sarafino.1990. *Health Psychology: Biopsychosocial Interaction*. New York: John Willey & Sons.

Slamet.1994. *Psikologi Kesehatan*. Jakarta: Grasindo Widiasarana Indonesia

Sumamur. 1976. *Higiene Perusahaan dan Keselamatan Kerja.* Jakarta: Gunung Agung

Winkel. 2009. *Psikologi Pengajaran.* Yogyakarta : Media Abadi.

PRINCIPAL LEADERSHIP ON IMPROVING LEARNING QUALITY

Ahmad Yusuf Sobri
State University of Malang
Email: yusufsobri@gmail.com

Abstract: This research aims to describe principal leadership as instructional leader, motivator, and supervisor. The research approach was qualitative multicase design. Researcher conducted non-participative and participative observation. The data were collected through interview, observation and documentation. The informants of the research were defined through snowball sampling, and data were analyzed by individual and intercases. It found: (1) principal as an instructional leader is required to have a broad sense on teaching and learning; (2) as motivator, school principal build work satisfaction, morale and conducive organization climate for teachers, (3) as supervisor, school principal supervise teachers to increase teachers' professionalism in group and individual settings.

Keywords: principal, learning quality

Leadership is one of the important managerial aspects of organizational life. A leader acts as aligning in the process of cooperation between people in the organization towards achieving goals (Hoy & Miskel, 1987; Sujak, 1990). Kartono (1994) stated the success of an organization in achieving the objectives to be achieved depends on leadership that is able to mobilize all human resources, natural resources, facilities, funds and time effectively and efficiently as well as integrated in the management process.

Principal as instructional leader has a great role and responsibility on school success (DeRoche, 1985). The principal is expected to create a school climate that is conducive to enabling optimal implementation of the learning process in schools. Several studies have shown that successful schools require school leadership that are reliable, in addition to other characteristics, such as high expectations on student achievement, the climate is conducive to teaching and learning, and monitoring the progress of learning and teaching (DeRoche, 1985; Davis & Thomas, 1989; Smith & Andrew, 1989). But the reality in the field suggests that the role of the principal is still not balanced with adequate professional capability of the principal. Pola manajemen kepala sekolah cenderung bersifat administratif dan melaksanakan tugas yang telah ditetapkan. Principal management model tend to be administrative and perform tasks that have been set. The role of the school principal made only as a stylist like school (Joni, 1998).

The role of the principal as instructional leader should be able to develop a conducive working environment so as to improve student learning outcomes (Davis & Thomas, 1989; Gorton & Schneider, 1991). Some studies suggest the role of the principal as instructional leader effect on student achievement by improving school climate and culture, increase teacher satisfaction, and management and learning practices (Smith & Andrew, 1989; Ubben & Hughes, 1992).

Based on this, the principal strategic role in developing education in schools, especially in improving the quality of learning. Improving the quality of learning is also a serious concern of schools in the District of Probolinggo. This research was conducted in primary schools which have good quality learning category in the District of Probolinggo, that is SDN Patokan I, SDN Maron Wetan 1, dan SD Al Irsyad.

SDN Patokan I has gained a lot of academic achievement and non academic and schools receiving the Managing Basic Education Project (MBE). Grouping students based

on student achievement in classes where each class is divided into two classes (high dan lower achievement).

SDN Maron Wetan 1 is a public school located in rural areas and mergers of three elementary schools. The school is one of the pilot projects of school-based management. Sekolah ini memiliki prestasi akademik dan nonakademik yang beragam. This school has academic dan non academic achievement diverse. Schools implement a class system of rotation starting from the third grade, with an excellent class.

SD Al Irsyad is a private school that combines religion and common learning. The school is considered a good school with demonstrated various academic and non academic achievement. Grouping students by ability students where each class is composed of students of high, moderate and less ability.

METHOD

This study used a qualitative approach to describe the focus of research through indepth observation on a reasonable or natural situation by using a qualitative approach (Bogdan & Biklen, 1998; Denzin & Lincoln, 1994; Lincoln & Guba, 1985) in order to obtain a holistic overview, integral, and comprehensively about the principal's role in improving the quality of learning.

This study uses multiple case study design with the phenomenological method in which researchers sought to identify the symptoms and social events that appear based on the subject understanding and are not bound by any theoretical issues (Bogdan & Biklen, 1998; Dimyati, 2000). Researchers acting as an instrument and data collection (Guba & Lincoln, 1985; Bogdan & Biklen, 1998). Peneliti melakukan pengamatan nonpartisipasi dan pengamatan partisipasi pasif Researchers conducted non participation observation and passive participation observation (Spradley, 1980).

The type of data in this study includes interview transcripts, field notes on observations, official documents, photographic, archives, and statistical data related to the focus of research. Determination of the "sample" is done by using purposive sampling (Bogdan & Biklen, 1998) according to the principles of funnel design and snowball sampling technique. The informants are the principal at three elementary schools were used as background research, teachers, school committee, and parents of students who are members of the class association.

Data was collected through interviews, observation, and documentation. Data analysis was performed through two kinds of analysis, namely data analysis of individual cases, and data analysis across cases. In order to obtain research findings with a legitimate interpretation of the data collected, researchers conducted a test of data credibility, dependability, and confirmability (Lincoln & Guba, 1985; Moleong, 2002). The research was conducted through five stages: the orientation study of the research context and background, common exploration, exploration focused, results examination and checking the validity of the research findings, and writing research reports.

RESULTS

Research Findings of Case 1: SDN Patokan I

Principal Role as Learning Leader

Understanding principal learning practices conducted by the working group of principals, participated in the training, buy books related to enhancing the quality of learning. Principal and teachers share knowledge to gain support and input for the development of learning programs. Principal gives freedom teachers to practice learning to meet the needs and interests of students. Learning practices by teachers include: individualization learning, mastery learning, grouping students based on achievement, learning resource center, team learning, peer learning, method of direct learning, behavior modification, problem-solving methods, evaluate learning, cooperative learning, and the use of experts.

The success of school learning programs through discussions with teachers, diagnosing continuous learning program, helping teachers solve instructional problems. Principals assist teachers on identifying learning objectives, authorizes teachers to develop learning syllabi and applying various learning models. Principals seek learning topics through literature and the results of the training, an informal discussion with teachers, build libraries of learning, displaying the work of teachers and students.

Principal facilitates teachers to conduct classroom action research to evaluate teachers learning. Schools collaborate with various institutions to develop and improve the school program. Schools also involve the school committee in the preparation of the revenue and expenditure budget planning and the planning of school learning programs.

Principal Role in Motivating Teachers

Principal leadership affect teachers morale and satisfaction. Principal pays attention to job satisfaction of teachers and a conducive working environment in schools by establishing a harmonious communication, supports and cares for the work of teachers, respect the work of teachers, combining school learning program with instructional practices of teachers in the classroom. Principal implemented strategies to motivate teachers and morale of teachers through the development of cooperation and team responsibilities. He formed a team of advisors consisting of senior teachers to provide input to him in the effective learning decision-making.

Principal rewarded teachers who excel in fostering students' academic and non academic. Job satisfaction and morale of teachers were also done principals with an informal meeting to discuss the problem of learning. Principals provided services to teachers through the provision of materials, and learning equipment.

Principal role in Supervising Teachers

Principal had done technical supervision of the individual and the group, include classroom visitation, personal meetings, regular meetings, visitation between schools, working group meetings, training and upgrading. Principal visited classrooms both scheduled and non-scheduled.

Personal meetings conducted depends on the agreement of principal and teachers. Personal meeting was also done to help new teachers master the skills of teaching and understanding the behavior of students. Regular meetings of principal and teachers performed at least once a month to evaluate the implementation of learning. Regular meetings were also conducted with the school committee for the development of

education. Principal involved the school committee in planning school budget and learning programs.

School visitation aimed to equip knowledge among teachers on teaching practice. The establishment of a working group aimed at discussing the problems of learning and develop a syllabus and lesson plans. Principal made competence development program through inservice training programs and qualifications of teachers by facilitating teachers to follow further studies.

Principals involved senior teachers to help teachers overcome learning problems. Each teachers carried out formative and summative evaluation and report it to the principal. Learning performance can be assessed by the principal through the evaluation of learning that can be given follow-up performance improvement of teachers with supervising.

Research Findings of Case 2: SD Maron Wetan1

Principal Role as Learning Leader

Principal promoted school through the formulation of learning objectives, participate in learning programs, expect the best work of teachers and students, control the curriculum and school programs. Principal gave the freedom and authority of teachers make learning plan.

Principals seek availability of instructional materials and media for teachers. Principal improved the excellence of learning by discussing with teachers about the learning program, solved the learning problem of teachers in the classroom and diagnosed sustainable learning programs, discussions with teachers. Principal and the school personnel were responsible and committed to the implementation of the improvement of learning programs.

Principal authorized teachers implementing various models, media and new teaching methods and innovative ways to improve student achievement. Principal acted as a partner to share the experience of learning. Learning practices that teachers do, namely individualization learning, cooperative learning, mastery learning methods, a learning resource center, grouping students based on achievement, team learning, peers learning, the method of direct learning, problem-solving methods, evaluate learning, and the use of professional speakers.

Learning improvement was done principals to provide teachers instructional methods, materials and evaluation from a variety of research and literature. Principal created a culture of reading habit among teachers to build a library that contains innovative learning books.

Principal Role in Motivating Teachers

Principal created teachers job satisfaction and conducive working environment to learning through open communication, gave support and confidence of teachers work, integration between school programs and learning of the teachers in the classroom. Principals provided incentives for teachers completing the work outside their job, and reward outstanding teachers. Besides the principal strategies to motivate teachers through the development of the concept of teamwork.

Teachers job satisfaction and creation of a conducive learning climate was done through effective and efficient school management by principal. Principal support helped teachers carry out their duties. Principal held formal and informal meetings with teachers to mutually open in evaluating themselves.

Principal role in Supervising Teachers

Principal supervise teachers with individual and group techniques, namely classroom visitation, personal meetings, regular meetings, visitation between schools, teachers working group meetings, training and upgrading. Classroom visitation was conducted on a scheduled basis. Principal did not schedule a personal meetings with teachers. Personal meeting was intended to help new teachers master the skills of teaching, applying the fundamental of classroom management, designing lesson plan and implementing learning evaluation.

Regular meetings between principal and teachers carried out once a month to discuss the learning program. Principals involved teachers on each decision-making. School regular meetings with the school committee also held once a month to discuss learning program and school budget.

Schools conducted comparative studies to enrich the experience of teachers in learning practice and innovations. Principal facilitated teachers by empowering their working group to develop learning program, a syllabus and lesson plans.

Teachers professionalism improvement programs was done through teachers competence development (training) and teacher qualifications (further studies). In order to the implementation of effective supervision, principal involving senior teachers.

Remedial learning given to children who have limitations in the acquisition of learning through additional lessons. Guru melakukan evaluasi formatif dan evaluasi sumatif dan melaporkan hasilnya kepada kepala sekolah untuk melihat perkembangan kemajuan siswa Teacher conducted formative and summative evaluation and reported the results to the principal to determine the development of student progress.

Research Findings of Case 3: SD Al Irsyad

Principal Role as Learning Leader

Efforts principal to understand the practice of learning was done through: following scientific activities, procurement of textbooks, and comparative studies to achievement schools. School learning program designed adjusted to the needs, characteristics and interests of students in learning so that the principal gives freedom to the teachers in conducting instructional practices. Instructional practices of teachers through cooperative learning, individualized learning, mastery learning method, students grouping based on achievement, a learning resource center, peer learning, behavior modification, problem-solving methods, evaluated learning, and the use of professional speakers.

Principal improved the success of learning programs through an emphasis superior learning program, discussed and solved the problem of teacher learning. Principal helped teachers learning to identify learning objectives. Principals authorizes teachers to implement the models, methods, media of learning, syllabus development and lesson plans used in the classroom.

School cooperating with various agencies to develop a mission school. Sekolah melibatkan komite sekolah dalam penyusunan program pembelajaran dan anggaran pendapatan dan belanja sekolah untuk mensukseskan program sekolah Schools involved the school committee in the preparation of learning programs and school budgets for the success of school program.

Principal renewed instructional materials through the collection of study materials from various sources and the results of training, discussed the topic of learning in individuals and groups meeting formally and informally, encouraged teachers utilize instructional materials, purchased instructional media, encouraged teachers visit each other, summarized the results of the learning research and discussed them at a meeting of teachers; invited speakers from outside.

Principal Role in Motivating Teachers

Principal pay attention to teachers job satisfaction and working climate through the authority and confidence in the work of teachers, created communication between the school community, and the integration of school learning programs and practices of teachers in the classroom. Principal is always open and give a wide opportunity for teachers share to solve learning problems through informal meetings.

Every decision is the result of an agreement of teachers and principals. Principal gave awards to teachers who are committed to carrying out its obligations, has *akhlakul karimah*, and achievement of instruction and coaches the competitions. The principal also provide the best service for teachers through an orderly arrangement of school administration. Principal gave the opportunity teachers to provide suggestions and criticisms directly if it is not satisfied with the performance of principal.

Principal role in Supervising Teachers

Principal supervised teacher include: classroom visitation, personal meetings, regular meetings, visitation between schools, meeting in working groups, training and upgrading. The principal regularly visits classroom once a month in a scheduled and non-scheduled. Personal meetings was conducted under an agreement principals and teachers. Personal meetings aimed at helping new teachers in order to successfully carry out their duties.

Regular meetings of principal and teachers was held once a month to evaluate learning. Regular meetings were also conducted by principal and a committee of school to discuss the learning program and school budget. The comparative study was conducted to provide insight into the teachers about instructional practices that teachers can create innovative learning practices. While the teachers working group meetings functioned to solve the problem of teachers learning.

Improvement program for teachers professionalism was done through the development of teacher competence and qualifications of teachers. Principal facilitated teachers conduct classroom action research to improve learning quality. Senior teacher involvement in supervision to help teachers solve the problem openly.

Teachers evaluated student learning through the formative and summative evaluation. Remedial learning was given to students who have less ability. The principal

also provide assistance to teachers who have low levels of performance through supervision in school and outside school.

DISCUSSION

Principal Role as Learning Leader

Principal leadership is widely seen as a key factor of success in the school learning programs. Effective principals are expected to be leaders for effective learning. Important role of the principal is an administrator, agent of change, and the leader of learning (Smith & Andrews, 1989).

Research result showed that an effective school requires learning leadership of principals powerful, high expectations on student achievement, school climate that is conducive to learning, and monitoring the progress of teachers and students (Davis & Thomas, 1989; DeRoche, 1985; Gorton & Schneider, 1991; Smith & Andrews, 1989). Meanwhile, according to Murphy and Hallinger (1988), LaRocque and Coleman (1990), Cawelti and Protheroe (2001), Togneri and Anderson (2003) that the principals leadership success is reviewing the policy, past and present strategy to improve student achievement.

The principal as instructional leader in three primary school who is the subject of this study at the beginning of its work to evaluate themselves on an understanding of learning in schools which include teaching practices, learning tools, assessment of learning, and learning programs. Principal activity to improve the understanding of learning practices through activities of the principal working group, research, and participated in various scientific meetings.

Principals used the results of self-evaluation to make learning programs and create innovative learning by creating and implementing a variety of models, methods, materials and evaluation of learning from the literature, the results of the study as well as various seminars and training. Principals authorized teachers do their job. According to De Roche (1985) the support of principal to the teachers it is important to encourage teachers try a variety of instructional methods and media for assessment of student learning and growth.

Other activities of principals as a leader of learning is to help teachers identify learning objectives, encouraging teachers to share ideas about the curriculum and learning, encourage and promote respect for student achievement, has high expectations on teacher performance and student achievement, improve the success of school programs to meet students needs and interests, promoting the overall progress of the program and teachers performance, provide instructional support for teachers, perform a variety of learning models, participate in the program and classroom activities. Variety of successful learning programs was conducted principals through superior learning program, diagnosing continuous learning programs, discuss with the teachers and help them solve instructional problems. Principals and teachers are responsible and committed to the success of learning (Brookover & Lezotte, 1977)

Public support to schools is done through the involvement of school committees in the preparation of the school program and school budget. That is done in order to improve the quality of learning, which according to Ditdasmen (1997), there are five components determine the quality of education: teaching and learning activities, effective and efficient educational management, books and learning tools are adequate and always in a condition

ready for use, physical and appearance of good school , and active participation of the public.

Principal Role in Motivating Teachers

Principals are required always motivating and gives confidence for the work of teachers. According to DeRoche (1985) to motivate teachers, principals must consider teacher satisfaction related to work and work climate. Principals leadership style, performance, and behavior have a great influence on the teachers morale and satisfaction. Morale is a major factor for relationship of teachers and students, administrative staff and teachers, and school and community. Teacher morale and satisfaction affects the character of the school and community overview of the school, helping students learn, and develop knowledge, skills, attitudes, and values of academic and psychosocial. Parks (1983) states high teachers morale and satisfaction will increase work productivity.

Improvement of teacher job satisfaction and a conducive working climate is done through the creation of an open and harmonious communication among school personnel, respect and give confidence to the work of teachers, combining learning program and instructional practices of teachers in the classroom. As a communicator, principals perform six activities (Smith & Andrews, 1989), which demonstrated the ability to evaluate and relate to others effectively, speak and write clearly and bright, using skill and strategy of conflict management is satisfactory, facilitating groups in solving problem, demonstrated the ability to use a variety of skills in the group process of interaction with the staff, parents and students, and demonstrate skills in working as a team member.

To improve teacher motivation and morale, principals implement strategies to develop teamwork in which the entire team responsible for creating a conducive learning climate in schools. Principal together with the advisory team was also tasked to observe the causes of low morale of teachers. Principals and teachers evaluate themselves open to each other. Evaluation aims to assess teacher job satisfaction. According to DeRoche (1985) developing teamwork and harmonious communication between school personnel can motivate teachers and improve teacher morale.

Principal leadership as instructional leader is basically aimed at improving and enhancing teaching and learning process in schools and provide teachers satisfaction to carry out their duties properly. According to Smith and Andrews (1989) principals instructional leadership can increase teachers satisfaction in performing their professional role in schools and have an influence on improving student learning outcomes. Principals increase teachers job satisfaction and morale is done by providing incentives for teachers who completed the work outside his job, give awards to teachers who are committed to carrying out its obligations and have achievements in leading the learning in the classroom.

Principals provide a variety of learning materials and equipment needed teachers to support learning program. School administration orderly, effective and efficient has created job satisfaction of teachers and a condusive working environment. According to Sumarti (1995) when we want an organization grow and develop so one way to do is give high attention to the needs of employees.

Performance in the workplace, for example: the effectiveness of the teachers in the classroom are an accumulation capacity of teachers, motivation and commitment of school personnel, the location of their work and the external environment. Leaders play an important role to identify and support learning, structuring social background and become a external demands mediator (Rowan, 1996). It is an effort to improve the effectiveness of the organization. Organizational effectiveness criteria include productivity, absenteeism, benefits, job satisfaction, achieving goals, management process, organizational climate, environmental adaptability, achievement, and major life interest (Robbins, 1991; Krakower, 1988; Hoy & Miskel, 1987).

Principal role in Supervising Teachers

Teachers as major learning implementers in school should have professional skills. Salah satu sarana utama peningkatan kemampuan profesional guru melalui supervisi atau pembinaan profesional guru One of the main means of improving professional skills of teachers through supervision or teachers professional development. Professional development of teachers is providing assistance to teachers, especially assistance in the form of professional guidance by principals, supervisors, teachers or other supervisors to improve the processes and outcomes of teaching and learning and to improve the professionalism of teachers (Depdikbud, 1994; Mantja, 2002; Wiles, 1987).

Principal in supervising based on the rules, helping the position growth, mutual respect, and to improve the professionalism of teachers. Implementation of supervision in accordance with the principles of the implementation of supervision, namely scientific, democratic, cooperative, constructive, and creative (Amatembun, 1981; Sahertian, 2000). The success of supervision is influenced the culture and the development of society. The principle refers to the development of today's society is assumed as a principle of effective supervision (Wiyono, 2004).

The effectiveness of educational supervision is determined precision of the use of techniques of supervision (Humprey, 1980). Supervision was carried out by the three principals are groups and individuals technique. The supervison techniques, include classroom visitation, personal meetings, regular meetings, visitation between schools, meeting in working groups, training and upgrading. According to Gwynn (1963) and the Depdikbud (1994) there are two kinds of techniques of supervision that can be applied: (1) group supervision techniques: committees, courses, curriculum laboratory, reading directed, teaching demonstration, field trips, lectures, panel discussions, positions library, positions organizational, supervision bulletin, teacher meetings, and workshops, (2) individual supervision techniques: classroom observations, classroom visitation, each visit, conferences, and evaluation of oneself.

The supervision process by principals were done in three stages: planning, implementation, and evaluation. While the approach to supervision that is used is developmental supervision, as suggested Glickman (1981) includes: directive approach, non-directive approach and collaborative approach. Approach to supervision is carried out based on the characteristics of teachers. This model is similar to the model Glatthorn (1990) and Sergiovanni (1991) ie differentiated supervision which stressed the need to use different approaches in different situations. Differential supervision approach includes intensive development, cooperative professional development or collegial supervision, professional development of themselves or individually. The use of

differentiation supervision based on perspectives: (1) teachers, need to be empowered in order to thrive by providing a variety of services supervision according to the characteristics and needs, (2) organization, effective schools emphasize a system of collegiality which gives the opportunity to interact and create hopes of great support, (3) supervisors, focusing more on the conscious effort appropriately according to the characteristics and needs of teachers (Wiyono, 2004).

Teachers in every primary school of research subjects have different characteristics and requirements. But the principals in supervision preceded by an agreement with the teachers regarding supervision will be carried out. More supervision implementation based on the initiative of teachers, because teachers feel supervision are the means and the opportunity to develop themselves towards professionalism. Therefore, according to Wiyono (2004) good cooperation between teachers, principals and supervisors should be maintained. So that every teacher is designed appropriately in teacher training programs that are tailored to the condition of each school. The findings of the study White (1992) showed the teacher opportunity to be involved in decision-making in schools affect to the growth of tutorship.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research focus, exposure of data, research findings, analysis and discussion of cross cases, it can be concluded: (1) principal role as instructional leader. As instructional leaders, principals are required to have knowledge and insight into the broad learning, (2) principal role in motivating teachers. Principals creates teachers job satisfaction and morale and a conducive working climate to motivate teachers are doing a good job, (3) principal role in supervising teachers. Principal supervisi teachers to improve teachers professionalism. Educational supervision techniques were conducted by the principals: classroom visitation, personal meetings, regular meetings, visitation between schools, empowering the working group of teachers, program development of teacher competence, involvement of senior teacher in peer supervision, and evaluation of students learning.

Suggestion

Based on the conclusion, it is recommended to: (1) Principals maintain and improve students' academic and non academic achievement; tighten admissions in accordance with the standards; grouping students conducted in accordance with students talents, interests and achievement; improve learning competence, knowledge and skills; motivate teachers to perform tasks with the reward; improve the various techniques of supervision, (2) Government or education department in order to require professional principal leadership; professional development of teachers was conducted by principal and supervisor; optimizing public participation in the implementation of learning programs, (3) Educational Administration Department to organize Principalship special programs; establish programs in the of Educational Administration Department, especially principal leadership, (4) other researchers to conduct similar studies on different instances to support and strengthen the results of this study; conduct further research using different approaches.

References

Ametembun, N.A., 1981. *Supervisi Pendidikan, Penuntun bagi Para Penilik, Pengawass, Kepala Sekolah, dan Guru-guru*. Bandung: Penerbit Suri.

Bogdan, R.C. & Biklen, S.K. 1998. *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston: Allyn and Bacon, Inc.

Brookover, W.B. & Lezotte, L.W. 1977. *Changes in School Characteristics Coincident with Changes in Student Achievement*. East Lansing, Michigan: Michigan State University, College of Urban Development.

Cawelti, G. & Protheroe, N. 2001. *High Student Achievement: How Six School Districts Changed into High-Performance Systems.* Arlington, VA: Educational Research Service.

Davis, G.A. & Thomas, M.A. 1989. *Effective Schools and Effective Teachers*. Boston: Allyn and Bacon.

Denzin, N.K. & Lincoln, Y.S. 1994. *Handbook of Qualitative Research*. Thousand Oak, California: Sage Publications, Inc.

Depdikbud. 1994. *Petunjuk Peningkatan Mutu Pendidikan di Sekolah Dasar*. Jakarta: Depdikbud Ditjen Dikdasmen.

DeRoche, E.F. 1985. *How School Administrators Solve* Problems. Englewood Cliffs, N.J.: Prentice-Hall, Inc.

Dimyati, 2000. *Penelitian Kualitatif: Paradigma, Epistemologi, Pendekatan, Metode dan Terapan*. Malang: PPS UM.

Direktorat Pendidikan Dasar Menengah. 1997. *Pola dan Strategi Pembinaan Pendidikan*. Jakarta: Direktorat Pendidikan Dasar Menengah.

Glathorn, A.A. 1990. *Supervisory Leadership: Introduction to Instructional Supervision*. New York: Harper Collins Publishers.

Glickman, C.D. 1981. *Developmental Supervision: Alternatif for Helping Teacher Improve Instruction*. Virginia, Alexandria: ASCD.

Gorton, R.A. & Schneider, G.T. 1991. *School-Based Leadership: Challenges and Opportunities*. Dubuque, Iowa: Wm. C. Brown Company.

Guba, E.G. & Lincoln, Y.S. 1985. *Effective Evaluation: Improving the Usefulness of Evaluation Result through Responsive and Naturalistic Approaches*. San Francisco, California: Jossey-Bass, Inc., Publisher.

Gwynn, J.M. 1963. *Theory and Practice of Supervision*. New York: Dood Mead Company.

Hoy, W.K., & Miskel, C.G. 1987. *Educational Administration: Therory, Research, and Practice*. New York: Random House.

Humprey, J. 1980. *Principles and Techniques of Supervision in Physical Education*. New Jersey: Princenton Book Company.

Joni, T.R. 1998. *Kata Pengantar: dalam rangka Penerbitan Disertasi Imron Arifin*. Malang: tidak diterbitkan.

Kartono, K. 1994. *Pemimpin dan Kepemimpinan*. Jakarta: PT. Grafindo Persada

Krakower, J.Y. 1988. *Assessing Organizational Effectiveness: Considerations and Prosedure*. Boulders, Colorado: NCHEMS.

LaRocque, L. & Coleman, P. 1990. Quality Control: School Accountability and District Ethos. In M. Holmes, K. Leithwood, & D. Musella (Eds.), *Educational Policy for Effective Schools*. p.168-191. Toronto, ON: OISE Press.

Lincoln, Y.S. dan Guba, E.G.L. 1985. *Naturalistic Inquiry*. Beverly Hill, California: Sage Publications, Inc.

Mantja, W. 2002. *Manajemen Pendidikan dan Supervisi Pendidikan*. Malang: Wineka Media.

Moleong, L.J. 2002. *Metodologi Peneitian Kualitatif*. Bandung: PT. Remaja Rosdakarya.

Murphy, J., & Hallinger, P. 1988. Characteristics of Instructionally Effective School Districts. *Journal of Educational Research, 81*(3), 175-181.

Park, D. 1983. Leadership in Times of Austerity. *Educational Leadership*. (February), 40, 11-13.

Robbins, S.P. 1991. *Essentials of Organizational Behavior*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

Rowan, B. 1996. Standards as Incentives for Instructional Reform. In S.H. Fuhrman & J. O' Day (Eds.), *Rewards and Reform Creating Educational Incentives that Work.* San Francisco: Jossey-Bass.

Sahertian, P.A. 2000. *Konsep Dasar dan Teknik Supervisi Pendidikan dalam Rangka Pengembangan Sumber Daya Manusia*. Jakarta: Rineka Cipta/

Sergiovanni, T.J. 1991. *The Principalship: A Reflective Practice Perspective*. Boston: Allyn and Bacon.

Smith, W.F. & Andrews, R.L. 1989. *Instructional Leadership: How Principal Make a Difference*. Washington: ASCD.

Spradley, J.P. 1980. *Participant Observation*. New York: Holt, Rinehart and Winston.

Sujak, A. 1990. *Kepemimpinan Manajer: Eksistensinya dalam Perilaku Organisasi*. Jakarta: Rajawali Press.

Sumarti. 1995. *Motivasi Kerja Para Dosen Tetap di Universitas Swasta Se-Kota Administratif Jember*. Tesis tidak dipublikasikan. Malang: PPS IKIP Malang.

Togneri, W. & Anderson, S. E. 2003. *Beyond Islands of Excellence: What Districts can do to Improve Instruction and Achievement in All Schools.* Washington, D.C.: The Learning First Alliance and the ASCD.

Ubben, G.C & Hughes, L.W. 1992. *The Principal: Creative Leadership for Effective Schools*. Boston: Allyn and Bacon.

White, P.A. 1992. Teacher Empowerment Under Ideal School Site Autonomy. *Educational and Policy Analysis*. 14 (1): 69-82.

Wiles, K. 1987. *Supervision for Better School*. Englewood Cliffs, New Jersey: Prentice Hall.

Wiyono, B.B. 2004. Supervisi Berbasis Sekolah. Dalam Maisyaroh, Burhanuddin, & Imron, A. (Ed.). *Perspektif Manajemen Pendidikan Berbasis Sekolah*. Malang: Penerbit Universitas Negeri Malang.

THE DEVELOPMENT OF HONEST BEHAVIOR THROUGH *KANTIN KEJUJURAN* FOR ELEMENTARY SCHOOL STUDENTS AT SD SAWOJAJAR I MALANG

Imam Nawawi
State University of Malang
Email: imam_nawawi_fipum@yahoo.com

Abstract: The purpose of this study is to develop honest behavior issue through *Kantin Kejujuran* for elementary school students. This study uses a qualitative descriptive approach, the data obtained by distributing questionnaires for the sample of the study who are the students and teachers. Analysis of the data used is quantitative and descriptive. The research results are based on honest behavior through Kantin Kejujuran, such as a) the value of integrity, b) religious values c) sportsmanship, and d) disciplines. The results showed, honest behavior based on *Kantin Kejujuran* is an internal process of the results of integrity and discipline of elementary school students, the implementation is seen that honest behavior play an important role for the anti-corruption education. The conclusion of this study shows that honest behavior for elementary school children plays an important role, then for further researchers should consider the importance of honest behavior through *Kantin Kejujuran* at higher school level.

Keywords: honest behavior, *kantin kejujuran*

Kantin Kejujuran has an important role for the development of honest behavior for elementary school students. Honest cultural development through *Kantin Kejujuran*for primary school children as initial capital to develop positive behaviors build anti-corruption spirit Bagis elementary school students (KPK: 2010). Honest behavior is reflected in the attitudes and behavior that is a commendable trait that should be owned by every person. Honest brhavior needs to be instilled in a person as early as possible, because honest is the moral responsibility of a person on the values and norms of religion and society. The implementation of honesty in schools should be emphasized since the purpose of education is not only leads to an increase in the intelligence of intelligence alone, yet, it should be also accompanied by the improvement of the quality of character. Honesty involves three main pillars: the family, school, and community. Schools are educational institutions which share responsibility in developing honest behavior for all students.

Based on the researcher's observations when performing his duties assisting internship (PPL) for the students of Primary School Teacher Education (PGSD) at Elementary School, it is found that factual issues relating to the development of honest behavior as a medium of anti-corruption education such as the sense of responsibility and ownership of school facilities by students whicch is still relatively still low, even there are behaviors that tend to damage school facilities. The problem of honest in acting, there are students of higher classes like deceiving and lying to the younger class, for example, asking for money, asking for toys, prohibit juniors passing in front of the class and so on.

In terms of physical arrangement, many classes seem to be arid, the building looks nice, but the inner and outer surrounding are barren because of poor accessories, lack of posters of wise words with values of honest. There are rules for students which are still not optimal, and there is no rules for teachers, there is *Kantin Kejujuran* but it is neglected, parking lot, mushollah, multipurpose room and library school is too small, so there is potential to deliver a less orderly behavior.

There is discipline rule for the students but poorly enforced, mostly in elementary schools that researcher has observed, there is no rules for teachers, administrators and principals, and for parents. Around the school, there are many street sellers who sells their snacks with low quality snacks that are less healthy, using colorful material from textile dyes, the use of overload MSG, sauce with ingredients that are harmful, and susceptible snack foods which is excessive to dust and the others which are left abandoned by the school, so that the behavior of elementary school students for eating poor snacks and less healthy. This is not in line with *Kantin Kejujuran* program that provides healthy snacks, clean and hygienic with snacking system that is protected from dust and other impurities from the air. In the model of *Kantin Kejujuran* students take their own snacks with putting the money in accordance with the price determined in the space provided based principle of honest.

The development of honest behavior through *Kantin Kejujuran* will not be separated from the role of the various parties and school environment to socialize and internalize in students. Development of *Kantin Kejujuran* can be applied in order to instill the honesty values to students since the early age. The challenge then is how to develop an honest behavior through *Kantin Kejujuran* with preserving the values contained therein. Maintain and strengthen the values of honest certainly be reflected in the overall implementation process.

The importance of developing honest behavior through *Kantin Kejujuran* in an elementary school cafeteria in the underlying assessment that the essence of human beings are born pure and good, he was born with the potential to become a man of good character. School job is trying to make their students to have honest behavior; they are expected to be a human being who can live properly in relation to God, other humans, and the natural environment, as well as with themselves.

Based on the above background, the main problem in this research is to identify: (a) development of honest behavior through *Kantin Kejujuran* in elementary school; (b) issues relating to the implementation of the development of honest behavior in elementary school; (c) design development of honest behavior through *Kantin Kejujuran* in elementary school; and (d) dissemination of design development of honest behavior through *Kantin Kejujuran* in elementary school.

METHOD

This research is qualitative and quantitative research that is focused on the development of honest behavior through *Kantin Kejujuran* in elementary school. The focus of this study is to solve problems related to: (a) describe the implementation of the development of honest behavior through *Kantin Kejujuran* in elementary school; (b) describe the problems related to the development of honest behavior through *Kantin Kejujuran in* elementary school; (c) designing the guide for development of honest behavior through *Kantin Kejujuran* in elementary school; and (d) dissemination guide for the development of honest behavior through Kantin Kejujuran in elementary school.

This study uses survey research because it is the undertakings the collection of information from the part of the population which is considered to represent a particular population. This method starts the concepts, hypotheses and theories that are verified on existing theories. The design of survey research has been because the data to be retrieved

is information about the pattern-based development of honest behavior through *Kantin Kejujuran in* SD Sawojajar I Malang.

The study population is the students of SD Sawojajar I Malang from the lower class (grade 1, 2, and 3). The high grade student is from 4, 5, and 6. Samples were taken from parallel class. Data collection in this study conducted in stages. In the first stage the researcher conducted an assessment to the location in order to obtain a general overview of the objective conditions of the study sites that will be researched. The next stage is to explore, where researcher collect data in more depth and directed with a focus of research and trying to find the sources of data and information that is competent to have knowledge, understanding and increased interest in the problems studied. In collecting data, it used the technique of in-depth interviews and observation techniques by using some research tool or instrument.

RESULTS

Based on the survey results, it obtained data on the development of honest behavior in SD Sawojajar I Malang which includes: (1) the development of honesty and responsibility of the child, (2) the development honesty, (3) the development of norms and religious, (4) development sportifness value, and (5) honest behavior in buying snacks at the cafeteria.

In addition to the above-mentioned values, the school is also developing value in the vision, mission and objectives of the school. This value consists of faith and devotion, intelligence and skills, self-reliance, honest, caring, discipline, creativity, spirit of achievement, and noble. Daily value of children is exemplary and honest attitude of teachers and school staff.

Kantin Kejujuran is used for the process of internalization of a behavior of honest, discipline and responsibility and other positive values in the life of the child through the order of the honesty in *Kantin Kejujuran*. The percentage of use of discipline the student as a facility for the process of internalizing the values of honest in each class consist of: grade I 98%, grade II 96%, grade III 97%, grade IV 96%, grade V 96%, and grade VI 97%.

In the implementation of the order, the task of the teacher is required to provide exemplary form of: (1) discipline value; (2) honest value; (3) responsibility value; (4) tolerance value; (5) sportiveness value; (6) supervise the students in carrying out cleaning duties; (7) establishing school students orderly buy snacks at the *Kantin Cafetaria*; and (8) create and fill the personal records of students honesty.

Description on Issues Relating to the Implementation of the Development of Honestly through *Kantin Kejujuran* in SD Sawojajar I Malang

Interaction process for honesty with students, teachers, principals, and parents seem to still having problems in practice some rights cause growing problems in creating an atmosphere of honest through *Kantin Kejujuran* at school is the presence of some classes from less that is listed in the vision, mission, and purpose of education in schools. In some classes, the class citizens in realizing the commitments honest behavior which tends to be low, this is because: (1) schools still give priority to the cognitive aspect; (2) The condition of the school environment, especially teachers still put value; (3) lack of

socialization on the importance of school-based implementation of honest behavior of honest in the *Kantin Kejujuran*.

In addition to the above mentioned of moral judgments, they found that in schools there are attitudes and behavior of "Lies" from the students. This dishonest attitudes and behavior in taking appropriate charge school snacks, stealing canteen snack, stealing friends' snacks, and skipping school.

In connection with the school rules that percentage is still low (34%) of field data to prove the low percentage of schools that have rules for principals because discipline for the school is only known by the Department of Education and not disseminated or displayed in the school and discipline for teachers alike. With the low school rules lead to moral behavior is less controlled school community. Such behavior is still the school community were late for school, deceitful, less concerned about the advice of teachers, comparing the attitudes and behavior of teachers against him, demeaning work of teachers, insulting the work / work of his friend, not wearing a school uniform, and littering the environment of the school. In addition to the above problem, the next problem in elementary school is that there are many school canteens which are dirty and unkempt, graffiti in the school cafeteria, garbage scattered in any place, accessories and decoration, dirty canteen snack / poorly maintained, snack canteen containing dye instead for food, canteen snacks that seem less clean and less hygienic, environment and school canteens still impressed slums. Other facts discovered through observation and interviews in a few classes in primary schools are organizing honest behavior has not been systematically designed with the principles of honest cultural development in primary school. Various rules imposed on the students tend to be unilateral obligations and responsibilities sisswa will find and impressed teachers and principals are very dominating. There is student discipline, teacher discipline, yet less visible how the relationship between students and teachers, between teachers and principals, between schools and parents are less visible as well.

DISCUSSION

The findings indicate that the development of honest behavior based on the *Kantin Kejujuran* and the school has not managed systematically executed. Researcher predicts that it is due to the lack of knowledge and understanding of the school to the development of honest behavior based on *Kantin Kejujuran*. The development of honest behavior through *Kantin Kejujuran* impressed conducted in accordance with the theoretical foundation of the development of a behavior of honest. According to researcher, the development of a behavior based on *Kantin Kejujuran* though implemented integratedly, honest cultural development should be planned and implemented systematically. The values of honest are to be developed should be explicit or implicit in the vision, mission and objectives of the school. Vision, mission, and objectives of the development of the school behavior should also be understood by the whole school community. School community does not only understand, but also need to build a shared commitment to achieve the vision, mission and goal of developing honest behavior in school. The development of a behavior of honesty should be built based on the development of a behavior of honest. Not a few schools are likely to carry out an honest development for the students, for example through religious education, Pancasila and civic education,

moral education and character, but still tend to be cognitive. The practice of developing honest behavior in school many slip into the overkognivistik, but it should not. In a theory of learning that develop honest behavior as proposed by Erni Triana Hajapamungkas (2008) mentioned the high cases of dishonest caused by several things such as: (a) Lack of exemplary leaders; (b) Lack of commitment and consistency of enforcement of laws and regulations; (c) Low integration and professionalism, and (d) Lack of faith, honest, shame, moral, and ethical. Our children, besides the need to develop knowledge and insight about the "good - bad" and "halal - haram", which should be done and what should not be done, feelings and awareness needs to be sharpened with learning activities that touch the heart, also need to be familiarized pursue practices that unscrupulous real life environment of the school. The issue of exemplary is also an issue that is fundamental to the practice of developing a behavior of honest. Atmosphere honest cultural development would be conducive if the middle school life, teachers and principals, students, parents, and the various parties involved "exemplary". Many examples of cultural development in school -through *Kantin Kejujuran are* succeed because the principal, teachers, and students as well as all the parties profess moral leadership. Moral leadership, according Sergiovani (1992) is characterized by "only values that are believed by word and deed". Only value, word, and deed consistent with moral leadership are what will give birth to "charisma". If the principals, teachers, and students have high charisma, the successful development of honest behavior expected to work well.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the results and discussion, the research can be summarized as follows: (1) SD Sawojajar I Malang has developed a honest behavior through *Kantin Kejujuran* integratedly with a variety of themes in the classroom and at school practice, however, the development of honest behavior based on *Kantin Kejujuran* has not been done in a systemic, systematic and programmed specifically and still not optimal according to the principles of cultural development based on *Kantin Kejujuran*. Almost the entire class has no *Grand Design* of development of honest behavior programmed. In the stacking order unilaterally and less socialized to all classes and lack of commitment to make it happen. Basis values of honest and discipline are offered in this study have not been fully accommodated in the development of honest behavior based on *Kantin Kejujuran*; (2) The issues of cultural development practices found in this study are: (a) the development of honest behavior has not been built systemically and according to the principles of cultural development to be honest; (b) the values of honest and discipline are offered in this study have not been fully accommodated in the various rules that apply in schools optimally; (c) the vision, mission and goal of developing honest behavior through *Kantin Kejujuran is* less socialized, low commitment and less implemented optimally; (d) various arrangements were created to support the development of honest behavior based on Kantin Kejujurans in schools dominated by teachers and principals and not involve students and parents and tend to require obligations and responsibilities, and less attention to the relevant parties; (e) various arrangements are poorly enforced optimally; (f) in

some classes have not so much that applying penalties based on self-awareness and the various groups on the implementation of the school rules.

Recommendations

Based on the above conclusion, it is advisable that: (1) need to develop a model of the development of honest behavior based on the *Kantin Kejujuran in* SD systemicaly with the support of various structures and devices of Kantin Kejujuran; (2) specifications of honest behavior development through *Kantin Kejujuran* in elementary school at least covers: (a) Grand Design development of a behavior based on *Kantin Kejujuran*; (b) the arrangement of the physical situation of *Kantin Kejujuran*; (c) the arrangement of social life in an elementary school for the development of honest behavior through *Kantin Kejujuran*; (d) the improvement of school rules related to the development of honest through Kantin Kejujuran; (f) designing a development of honest behavior through *Kantin Kejujuran* in elementary; (g) procurement for guidebook of honest behavior development through *Kantin Kejujuran in* elementary school as the follow up of the results of this study. ✍

References

Ali, Muhammad. (1993). *Kamus Lengkap Bahas Indonesia Modern*. Jakarta: Pustaka Amani.

Beranda Agency. (2015). Mengajarkan Kejujuran Itu Tidak Susah. Jakarta: PT. Alex edia, Komputindo.

Rianto, Bibit Samad. (2002). *Undang-Undang Pengadilan Tipikor dan Eksistansi Pemberantasan Korupsi, Dalam Amir Syaifuddin, Dkk (Penyunting) Bunga Rampai Potret Penegakan Hukum di Indonesia*. Jakarta: Komisi Yudisial Republik Indonesia.

Hamzah, Andi. (2002). *Pemberantasan Korupsi Ditinjau dari Hukum Pidana*. Jakarta: Penerbit Pusat Hukum Pidana Universitas Tri Sakti.

Handoyo, Eko. (2009). *Pendidikan Antikorupsi*. Semarang: Widyakarya Press.

Nurhaiki. (2010). *Membentuk Karakter Siswa Melalui Keteladanan Guru, dalam Jurnal Pendidikan dan Kebudayaan*. Jakarta: Balitbang Kemendiknas.

Riwayati, Hidayah. (2009). *Pengembangan Kantin Kejujuran dalam Rangka Pendidikan Antikorupsi di SD Model Tlogowaru Malang*. Skrispsi Tidak Diterbitkan. Malang: Fakultas Ilmu Sosial (FIS) - Universitas Negeri Malang (UM).

Sugiyono. (2006). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: CV. Alfabeta.

THE ROLE OF PRINCIPAL IN THE IMPLEMENTATION OF COLLEGIAL SUPERVISION

Maisyaroh
State University of Malang
Email: mmaisyaroh@gmail.com

Abstrak: Collegial supervision is the process of providing assistance to a fellow teacher working together, give each other encouragement, guidance to improve their competence. Principal's role in supervising the implementation of the collegial be the focus of this study. This study used a qualitative approach. Multi-site study design with modified analytic induction. Location this research Elementary School and Islamic Elementary School in Malang. Determining the location chosen by purposive informant principals, teachers and school administrative staff. Collecting data using the technique documentation study, observation, and interviews. Data analysis was carried out two stages, namely the analysis of data within the site and across sites. There are three principal's role is as a manager, leader, and supervisor. As a manager, the principal provides the premises, facilities, library resources, funding, scheduling collegial supervision activities. As a leader, principal appoint teachers to convey the experience and help other teachers, maintain the unity of the team, motivate teachers to improve their capabilities, creating a school climate that is conducive and maintain a climate of collegiality, give encouragement and confidence to teachers to dare to go forward. As a supervisor, the principal gives the teacher an opportunity to help other teachers to improve the quality of learning, to give an example of carrying out the supervision of the teacher, and stressed the importance of learning all the time through interaction with fellow teachers.

Keywords: role, principal, supervision, collegial

The quality of education in Indonesia versions of PISA (*Programme for International Students Assessment*) when compared with some countries carried out by OECD (*Organization for Economic Cooperation and Development)* in period 2014-2015, PISA score of Indonesia in the field *reading*, *mathematics* dan *science* amounted to 1,153. The score was ranked 36th out of 38 countries that were subjected to the test (OECD, 2015). The teacher is one of the most dominant component in improving the quality of education. For the quality of teachers needs to be improved. Although there are also research shows the level of professionalism of teachers in implementing the tasks in elementary schools included in qualified category (Wiyono et al, 2007).

Implementation of quality education requires qualified human resources as well. Qualified human resources, is indispensable to the educational supervision activities. Educational supervision is an activity undertaken by a person to the teachers and education personnel to enhance its capabilities. The ability to execute a task for teachers needs to be improved. The principal's role is very important in facilitating the implementation of the supervision.

METHOD

The role of principal in supervising the implementation of the collegial be the focus of this study. This study used a qualitative approach with a multi-site study design. In qualitative research meaning is the one characteristic that is of major concern (Bogdan & Biklen, 2003). Location this research at Elementary School and Islamic Elementary School in Malang. Determining the location chosen by purposive informant principals, teachers and school administrative staff. Data were collected through technical documentation study, observation, and interviews. Data collection in qualitative research

can be carried out through observation and semi-structured interviews, documents, visual material (Creswell, 2003). Before conducting data collection, researchers identified the sites and participants are purposeful that includes setting (where the research is conducted), actors (who will be observed and interviewed), events (what the actor), and process (developing nature of the event that made the actor in research setting). Data analysis was carried out two stages, namely the analysis of data within the site and across sites.

RESULTS AND DISCUSSION

The research data shows that there are three principal's role in implementation of the collegial supervision, ie as managers, leaders, and supervisors. Three roles can be used to facilitate the implementation of the collegial supervision. The school principal has a strategic role in creating an effective collegial supervision.

Principal Role as Manager

Principals as school managers have an important role in the implementation of the collegial supervision. The team of the Department of Educational Administration (2004) and the team of Direktorat Pembinaan Sekolah Dasar Kemendikbud (2014) describes the substance of educational management are include Management curriculum and learning, management of student affairs, management of facilities and infrastructure, the management relationship between the school and the community, personnel management, and financial management of the school. The role of school principals in management of facilities and infrastructure, finance and curriculum impact to implementation collegial supervision. As a manager, on the model of formal- groups, the principal role in providing a source of literature, setting his schedule. In the individual-formal models, the principal role to facilitate spot, providing the resources needed for supervision activities. In the model of informal- groups, the principal role in providing premises, funding, resource books and the necessary facilities. On-informal- individual models, the role of the principal is not very visible because it only talks between the teacher spontaneously and in various places.

Principal Role as Leader

As a leader, the role of the principal in the model formal- groups, namely: maintaining the unity of the team, motivate teachers to dare to perform and enhance its capabilities, creating a school climate that is conducive and collegiality. The role of the principal informal- individual models, namely: creating a school environment that is conducive for teachers to work together to improve their competence, maintain the climate of collegiality. The role of the principal in the model of informal- groups, namely: to motivate teachers to improve their skills in the areas of teaching and research; maintaining the compactness of teachers, appoint teachers to help other teachers, creating a school environment that is conducive and nurturing climate of collegiality, called on teachers to deliver results or training experience for the teachers another, establish what is considered a teacher, encourage and give confidence to all teachers so that teachers dare to go forward.

The findings are in accordance with the essence of leadership is a process of activities to influence or move the members in order to achieve goals (Gordon, et al, 1990; Greenberg and Baron, 1995, the Wallace Foundation, 2013). The Wallace Foundation (2013) suggest five key responsibilities of principals: (1) shaping a vision of academic success for all students, one based on high standards; (2) creating a climate hospitable to education in order that safety, a cooperative spirit and other foundations of fruitful interaction prevail; (3) cultivating leadership in others so that teachers and other adults assume Reviews their parts in Realizing the school vision; (4) improving instruction to enable teachers to teach at their best and students to learn to reviews their utmost; (5) managing people, the data and processes to foster school improvement.

Principal Role as Supervisor

As supervisors, principals provide an opportunity for teachers to give each supervise one another. In this case the principal gives teachers the opportunity to help each other teachers in improving the quality of learning, to give an example supervising teacher, stressed the importance of learning all the time. This supervision has been developed by Croft since 1968, that supervision is defined as the attempt by the principal to stimulate, coordinate and guide the continued growth of teachers. It was found that teachers appeared to turn more often to their colleagues than to the principal for guidance on certain key professional issues and that the practices of the principal were often in conflict with teachers' normative expectations of supervisory behavior. Indeed, the principal's major responsibilities were seen as budget, coordination policy and public relations rather than instructional leadership.

The school principal as a supervisor at the school can facilitate the implementation of the collegial supervision. Basically the supervision of teaching the relief efforts that focus on aspects directly related to the scope of learning activities, when students follow the teaching and learning process. Supervision of teaching a series of activities to help teachers develop the ability to manage the learning process to achieve the goal of learning (Glickman, et al, 2003). Supervision of teaching is an attempt to help teachers develop the ability to achieve the objectives of teaching. Supervision of teaching not assess the performance of teachers in managing learning, but to help teachers develop professional capabilities, although in the process of data collection is also to teacher performance appraisal.

To expand the implementation of supervision as the opinion Glickman (2003), in this study, the principal allow teachers to help other teachers to improve the quality of learning, appoint a teacher to become an observer or supervisor and appoint teachers to be supervised, give examples of tips to help teachers, develop mutual grindstones, compassion and custody, stressing the importance of learning all the time through interaction with other teachers, provide an opportunity for teachers to go ahead with a fellow teacher to share their thoughts.

The study's findings above in accordance with the opinion of Glatthorn (1984), that the principal provide learning resources for teachers. The presence of replacement workers in the class if needed (for teachers picket), adjusted to the time schedule that the team has to work together. Glatthorn (1984) describes the principal has the final responsibility to keep the team together. In addition principals also encourage teachers,

maintain the climate of collegiality, set kesejawatan supervision structures, and integrate them into a program that allows teachers to each other develop their professional skills (Ruck, 1986).

Thus the findings of this study can enrich the study of educational supervision at school. In addition, the intensity and quantity of supervision over implementation can be realized, as well as teachers to obtain guidance and support the development of the ability of the principal and school superintendent, can also help from a fellow teacher that can take place at any time in accordance with the time owned by the teacher.

CONCLUSION

Principals have some role in the implementation of collegial supervision. As a manager, the principal provides the premises, facilities, library resources, funding, scheduling collegial supervision activities. As leaders, principals appoint teachers to convey the experience and help other teachers, maintain the unity of the team, motivate teachers to improve their capabilities, creating a school climate that is conducive and maintain a climate of collegiality, encourage and give confidence to teachers to dare to go forward. As a supervisor, the principal gives the teacher an opportunity to help other teachers to improve the quality of learning, to give an example of supervising teachers, develop mutual sharpening, and foster compassion, and emphasizes the importance of learning all the time through interaction with fellow teachers. ✍

References

Bogdan, R.C.& Biklen, S.K. 2003. *Qualitative Research for Education: an Introduction to Theory and Methods.* Boston: Pearson Education, Inc.

Creswell, J.W. 2003. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. London*: SAGE Publication, Inc.

Croft, John C. 1968. *"The Principal as Supervisor: Some Descriptive Findings and Important Questions"*,Journal of Educational Administration, Vol. 6 Iss: 2, pp.162 – 172.

Glatthorn, A. A . 1984. *Differentiated Supervision.* Alexandria, VA: Association for Supervision and Curriculum Development. *(Online).* (http://course1.winona.edu/lgray/el620/ Unit5Inst /collegial. htm), diakses 24 Juni 2010.

Glickman, C. D. , Gordon, S.P., and Ross-Gordon, J.M. 2003. *Supervision and Instructional Leadership: A Developmental Approach.* 6th Edition. Boston: Ally and Bacon, Inc.

Gordon, J. R., Mondy, R.W., Sarplin, A. 1990. *Management and Organizational Behavior*. Boston: Allyn and Bacon.

Greenberg . J. & Baron, R. A. 1995. *Behavior in Organization: Understanding and Managing the Human Side of Work.* Englewood Cliffs: Prentice Hall, Inc.

The 2015 OECD Test for Schools. www.basised.com/sites/default/files/BASISed-2015-OECD.pdf. Accessed on November 3, 2015.

The Wallace Foundation. 2013. *Five Key Responsibilities The School Principal as Leader: Guiding Schoolsto Better Teaching and Learning*. New York.

Team Direktorat Pembinaan Sekolah Dasar. 2014. *Implementation guide School-Based Management in Primary Schools.* Jakarta: Kemendikbud, Ditjen Dikdas, Direktorat PSD.

Education Management Expert Team Universitas Negeri Malang. 2004. *School-Based Management in Perspectives*. Malang: Universitas Negeri Malang.

Wiyono, B.B., Maisyaroh, Soerjani. 2007. *Structural relationship between the perception of the Certification Program, Motivation Following Certification Program, Participation in Development Activities and Level Task Implement Professional Teacher SDN East Java. Research Report is not published.* Malang: AP FIP Universitas Negeri Malang.

IMPLEMENTATION OF HUMAN RESOURCES MANAGEMENT IN IMPROVING QUALITY OF PRIMARY ACHIEVEMENT

Juharyanto
State University of Malang
Email: juharyanto@gmail.com

Abstrak: This study will describe: (1) How is the implementation of human resource management at the Primary School Achievement? (2) The extent to which the success of the implementation of human resource management in improving the quality of school at Primary School Achievement? (3) What are the factors supporting and hindering the implementation of human resource management in an effort to improve the quality of school at Primary School Achievement? The research is using the qualitative approach with *case study technique* that was done to SD Al Furqon Jember and SD Muhammadiyah Situbondo. The result showed: 1) HR Planning is designed and arranged systematically and based on school autonomy. 2) HR Recruitment is done based on congregation and community worship. 3) Selection directed to the *Jamiyah* proximity. 4) Teacher's orientation was done, both formal and informal. 5) Coaching is done through conducting *nyantri* overnight to various Islamic boarding schools. 6) Performance assessment is done through process and performance results. 7) The management and career planning is done with consideration of performance and *ruhiah*. 8) Welfare is given in the form of performance achievements. Overall implementation of the human resource management, work well and have an impact on the high achievements obtained in overall HR team. The inhibiting factors are the lack of clarity of career, because the human resource status is private employees

Keywords: human resource management, quality primary school achievement.

Development is a continuous process that covers all aspects of people's lives, including social, economic, political and cultural with the main goal of improving the welfare of the citizens of the nation as a whole. In the process of the development of the role of education is very strategic. Based on the strategic role of education in development, it is not surprising that the then government and the community give sufficient attention to the problem of education. Of course, education is managed must be supported by Human Resources professionals.

With professionalism and a close relationship with the students he was instrumental in creating a conducive learning environment. Act no. 20 of 2003 on the national education system states that educators are professionals in charge of planning and implementing the learning process, assessing the results of learning, guidance and training, and conduct research and community service. Special education personnel appointed with the main task of teaching in primary and secondary education are called teachers. Thus, human resources is a key element in the organization of education than other elements such as capital and technology, for the man himself who controls the other. Humans in the context of education is essentially a key source as lecturers who serves as a leader in the classroom as well as the manager of learning.

But the reality of the Indonesian education system has not demonstrated the quality and the expected success. National education has not been able to create a superior human resources, both in terms of intellect, morality, spirituality, professionalism and the ability of the nation's competitiveness or competition. And in fact, education in Indonesia is difficult to experience any significant progress, even in the global scale of our quality is far from state neighbors.

Results of the study United Nations Development Program (UNDP) 2014 Human Development Index states of Indonesia in this year's rankings did not change at position

108 out of 187 from the previous year. With the exception of Singapore (9), Brunei (30), Malaysia (62) and Thailand (89), member countries of ASEAN ranks lower with Myanmar (150), Laos (139), Cambodia (136), Vietnam (121) and the Philippines (117). One of the main elements in determining the composition of the Human Development Index is the level of knowledge of the nation or the nation's education.

Causes of low quality of education in Indonesia include the management of the less professional education and low quality of Human Resources (HR) in this case is the teacher. The low quality of teachers in Indonesia can be seen on the eligibility of teachers to teach. According to the Research and Education Ministry (Muaddab, 2011), teachers are worth teaching to the level of both public and private elementary school was only 28.94%. Junior high school teacher 54.12%, 60.99% private, public high school teachers 65.29%, 64.73% private, public vocational school teachers 55.91%, 58.26% private.

Conditions of teachers as the main resource in the educational process and the teaching which is still low, it must be addressed wisely in order to be able to resolve the urgent problem of the poor quality of human resources as a whole. Like the currency, the government must solve two problems at once in the same time and tempo. This is where the importance of Human Resource management must be implemented seriously and as well as possible.

Gary Dessler explains the definition of human resource management as "a concept and techniques required to handle aspects of personnel or human resources of a managerial position, such as the selection of training, remuneration, and valuation (and all other activities which is known)". R. Wayne Mondy and Robert M. Noe (2003), looking at the maximization of human resources management as a human asset in achieving organizational goals. By the term personnel management, Edwin B. Flippo (2002), considers that human resource management is essentially the planning, organizing, directing and controlling the procurement of labor, development, welfare, integration, maintenance, and termination of employment with the human resources to achieve target individuals, organizations, and communities.

Definition and distinction to follow these terms, for education support strong human resources management and the commitment of leaders (principals) is an absolute must for the success of the organization as a whole as well as business development and achieve competitive advantage and improve the quality of education. Moreover, as an agent of change for social change, the real education in an atmosphere of modernization and globalization demanded to play a dynamic role. Education supported high-quality human resources, able to bring change and a meaningful contribution to improving the position of the nation, both on the level of resources the people intellectually, morally, spiritually and on the plains of a practical nature in the form of solutions to the problems of the people. And for schools that are managed by professional management will grow healthy and strong, so it can continue to improvise, to develop programs that are credible (reliable) and marketable (salable), as a representation of the meaning of grade school, even in a simple context.

The existence of an educational institution is the quality of the alloy properties of the services provided which match or exceed customer expectations and satisfaction, either express or implied. If the quality goal is to meet the needs of the customer, then that should be clarified is the needs and desires of the customer (Salis, 2008). To strive

for the services provided was to give satisfaction to its customers, the various types of services and each subscriber should be sorted out. As described above where the customer educational institutions categorized into two kinds, namely internal customers and external customers. This means that institutions must provide services to those that exist within the organization of education systems (internal customers), namely teachers and employees; and the parties are not part of the imlementation system of education (external customers), the students, parents, governments, funders, users graduate (Salis, 2008). Thus, quality educational institution is an institution that is able to provide services that meet or exceed the expectations of teachers, employees, students, funders (parents, governments), and graduate users.

The existence of an educational institution is the quality of the alloy properties of the services provided which match or exceed customer expectations and satisfaction, either express or implied. If the quality goal is to meet the needs of the customer, then that should be clarified is the needs and desires of the customer (Salis, 2008). Understanding customer needs and realize real is a very heavy responsibility. Therefore, the competence in the field of human resource management is a necessary condition that must be owned by each of the existing resources in the education unit. Managerial competence, the ability to formulate a vision and strategy as well as the ability to obtain and mobilize resources-other resources in order to realize the vision and strategy changes. Thus the human resource element is the only element in the organization that has the dynamics to evolve when acquiring knowledge and development of the environment.

Besides, as a science, human resource management is also an art of governing the relationship and the role of labor in order to effectively and efficiently support the realization of the goal of the company, employees, and communities. Soekidjo Notoatmodjo (1998) explains that, management of human resources is a withdrawal (recruitment), selection, development, maintenance and use of human resources to achieve the goals of individuals and organizations.

HR managerial activities, according to Gary Dessler (1997) include: (a) Conducting job analysis (define the nature and work of each employee), (b) Plan labor requirements and recruit prospective employees, (c) Selecting candidates, (d) Provide orientation and training for new employees, (e) Reforming wages if wages and salaries, (f) Provide incentives and welfare, (g) assessing the performance, (h) Ccommunicating (interviewing, counseling, disciplinary), (i) Training and developing, (j) Build employee commitment, (k) what should be known a manager, (l) Equitable opportunities and affirmative action, (m) Health and safety of employees, and (n) Complaints and employee relationships

In general measures of human resource management aimed at educators (teachers) in schools to achieve the goals effectively and efficiently. In this case the goal to be achieved is nothing but the creation of educators (teachers) are professionals, which in turn is expected to give birth outcomes (output) quality education. So the management functions can bring increased professionalism of teachers, could then implement the changes in learning.

Based on the above reasoning, the principal issue to be addressed in this study is how the effectiveness of human resource management in a quality improvement in Primary School Achievement. To facilitate the study and systematics, the formulation of

the problem addressed in this study can be formulated as follows: (1) how is the implementation of human resource management at the Primary School Achievement? (2) The extent to which the success of the implementation of human resource management in improving the quality of school at Primary School Achievement? (3) What are the factors supporting and hindering the implementation of human resource management in an effort to improve the quality of school at Primary School Achievement?

METHOD

This study is a non-descriptive analytic statistics using qualitative approach and case study design (case study). Data obtained through observation, where the researcher serves as an instrument to carry out non-participant observation, in-depth interviews with the main data source / primary and documentation study. Data were analyzed by interactive analysis through three activities, namely data reduction, data presentation and conclusion. Validity of the data obtained by the extension of participation and triangulation of data.

RESULTS AND DISCUSSION

Results

From the results of this study can be presented that: 1) Human Resource Planning is designed and arranged systematically and based on school autonomy with regard hallmark of the school. 2) HR Recruitment is done in an open, independent and transparent and based congregation or community worship. 3) Selection directed to the proximity Jamiyah and competence and qualifications. 4) Orientation, both formal and informal. 5) Coaching is done in the form in and on service training, either by inviting speakers from outside, involves individual colleagues who have expertise in their field, and conducting nyantri overnight to various boarding schools, as well as comparative studies. 6) Performance assessment is done by using two aspects, namely the aspects of quantitative models and qualitative assessment through process and performance results. 7) Management and career planning is done with consideration of performance and ruhiah. 8) Welfare is given in the form of performance achievements. Overall implementation of the human resource management, work well and have an impact on the high achievements obtained HR team as a whole.

The factors supporting human resource management in improving the quality in Primary School Achievement are: 1) the similarity of attitudes and actions of human resources in realizing the vision and mission of the school. 2) The principal charismatic leadership and serve as a model in other HR moving. 3) Facilitating continuous improvement of HR competencies. 4) Adequate facilities and support. 5) Conducive culture. Whereas the inhibiting factor is the lack of clarity of career, because a majority of the human resource status is private employees.

Discussion

HR planning is designed and arranged systematically and based on school autonomy with regard hallmark of the school. In the context of human resource management for schools, planning is the process of determining the needs of human resources in the future based on changes that occur and power supplies that exist in

schools (Hariandja, 2002). Planning or planning is the overall process and the determination carefully about the things that will be done in the future in order to achieve predetermined objectives (Widjaja, 1987). Meanwhile G.R. Terry in Malay (2005) it states that *Planning is the selecting and relating of facts and the making and using of assumptions regarding the future in the visualization of proposed activitions beleived necessary to achive desired results.* The important things that need to be considered in planning include: 1) a future-oriented, planning means trying to predict the shape and nature of the future based on the circumstances of the past and present. 2) Planning is a deliberate born and not a coincidence, as the result of careful thought and intelligent sourced from the exploration results of the implementation of previous vocational education. 3) Planning requires action from those involved in the management of vocational education, either individually or in groups. 4) Planning should be meaningful, in the sense that the efforts undertaken in order to achieve the purpose of convening a mosque-based learning becomes more effective and efficient.

HR Recruitment is done in an opened, independent and transparent and based congregation or community worship. According to Sheila M. Rioux, Ph.D., and Paul Bernthal, Ph.D. (2000), states that *"Recruitment is the process of identifying and attracting potential candidates from within and outside an organization to begin evaluating them for future employment. Once candidates are identified, an organization can begin the selection process. This includes collecting, measuring, and evaluating information about candidates' qualifications for specified positions. Organizations use these processes to increase the likelihood of hiring individuals who possess the right skills and abilities to be successful at their jobs".*

There are several main activities in the recruitment of employees, among other things: 1) Determine the needs of the workforce or employees in the short term and long term; 2) Obtain information on the labor market; 3) Determine the recruitment methods appropriately; 4) Develop a recruitment program in a systematic and integrated associated with other human resource activities and to cooperate with the manager in the company; 5) Obtain candidates in accordance with needs; 6) Conduct follow-up to the candidates either accepted or rejected to evaluate the effectiveness of the recruitment is done (Wilson, 2012).

Selection, as part of the recruitment, directed at the principle of proximity Jam'iyyah and competence and qualifications. The selection function is to filter out applicants with as precisely as possible so that the organization can receive the right person (Cahayani, 2005). In filtering applicants, in addition to referring to the qualifying aspect, the principle of proximity to the congregation (Fajr Pray) becomes the main medium. Managers, as well as priests congregation to congregation convey the needs of employees, including qualification, competence, and aspects of social, personal, and spiritual, as a basis for the pilgrims to find those closest to them in accordance with these requirements.

Orientation, conducted formally and informally. Hadari Nawawi (2005) states that the orientation program actually is an important way because it is essentially an effort to help new employees to recognize and understand their assignments, the condition of the organization, organizational policies, peers, values, beliefs and etc. In addition, as stated by Michael Harris (1997), *early interaction with the organization have lasting effect*, it

means that the first meeting in orientation activities to be done well, giving the opportunity to learn about the whole field, school activities, teacher and guidance on new employees that will improve their job satisfaction and productivity.

Coaching is done in the form in and on service training, either by inviting speakers from outside, involves individual colleagues who have expertise in their field, and conducting nyantri (studying) overnight to various boarding schools, as well as comparative studies. There are two main principles of the development or improvement of competence (profession) and career teachers, the general principles and specific. a) General Principles, general program to increase the competence of teachers conducted by using principles such as the following (Danim, 2012), among others:1) Democratic and fair and not discriminatory to uphold human rights, religious values, cultural values, and diversity of the Nation, 2) One entity with an open system and the systemic, 3) A process of acculturation and teacher empowerment that lasts a lifetime, 4) giving the example, build the will, and develop the creativity of teachers in the learning process, 5) Empower all components of society through participation in the administration and control of the quality of educational services. b) Principles of Special, In particular programs to increase the competence of teachers conducted by using principles such as the following, 1) Scientific, overall material and activities that are within the competence of the charge and the indicator must be correct and verifiable scientifically, 2) Relevant, formulation oriented tasks and functions of the teacher as professionals teachers that have pedagogical, personality, social, and professional, 3) Systematic, each component within the competence of the professorship associated functional in achieving competence, 4) Consistent, relationship steady and consistent between competence and indicators, 5) Actual and contextual, namely the formulation of competencies and indicators can follow the development of science and technology, 6) Flexible, formulation of competencies and indicators can be changed according to the needs and the development, 7) Democratic, every teacher has the right and the same opportunities to be empowered through the process of coaching and development professionalism, both individually and institutionally, 8) Objectively, every teacher nurtured and developed the profession and his career with reference to the results of the assessment carried out based on measurable indicators of the competence of the profession, 9) Comprehensive, each teacher nurtured and developed the profession and career to attain professional competence and quality performance in providing education services in order to build a generation that has the knowledge, ability or competence, capable of being souls, and to live with others, 10) Independently, each teacher continually empowered to be able to increase their competence on an ongoing basis, so having professional independence in carrying out the duties and functions of the profession, 11) Professional, coaching and professional development and careers of teachers carried out by promoting the values of professionalism, 12) Gradually, where coaching and professional development and careers of teachers carried out based on the stage of time or stage of the quality of competencies possessed by the teacher, 13) Tiered, coaching and professional development and careers of teachers carried out in stages based on the level of competence or the difficulty level of competence on the standard of competence, 14) Sustainable, coaching and professional development and careers of teachers carried out in line with the development of science, technology and art, as well as the need for refresher

competence of teachers, 15) Accountable, coaching and professional development and career teachers can be accounted for in a transparent manner to the public, 16) Effective implementation of the coaching and professional development and career teachers should be able to provide information that could be used as a basis for making the right decision by the parties related to the profession and further career in an effort to increase the competence and performance of teachers, 17) Efficient, implementation guidance and career and professional development of teachers should be based on considerations of resource usage to a minimum to obtain optimal results.

The performance assessment is done by using two aspects, namely the aspects of quantitative models and qualitative assessment through process and performance results. Michael Armstrong (2003) says that the management or performance management is a way to provide a more integrated approach and sustainable than that afforded by the approach of an isolated and sometimes use performance assessment schemes are not adequate. Assessment is done by utilizing a variety of media, among others: the book liaison educator, performance in learning and mentoring, student activities, activity and involvement in meetings and routine and incidental agencies, and others.

Management and career planning is done with consideration of performance and ruhiah. Career education is an attempt to stimulate, motivate and sensitize employees will be a career that can be achieved in organizations and helping them to plan (Marihot, 2002). Management and career planning is done in a variety of activities, such as seminars, training, workshops and so on, besides that career guidance was given the management of the school through encouraging teachers and staff to be able to follow aptitude tests relating to the possibility of getting a career path.

Welfare is given in the form of performance achievements. Meldona, states that if the welfare of the local community increases, the salary given is also increased so that they can meet their needs. In an old journal, *Review Educational Research,* yang dikeluarkan oleh *American Educational Research Association*, Percival M. Symonds dan Robert T. Ford (1952) states that the factors that contribute to the welfare of teachers is: a. Economic security, including adequate income, health and social security for old age (retirement), as well as the certainty of tenure in a particular position; b. Professional ability, the training and capacity building for teacher in-service teacher would also pre-positions. c. Personal comfort, which not only involves academic freedom and social problems, but also a democratic interpersonal relationships in a learning situation or administrative matters. d. Working conditions, including working time in one day, the number of students taught, the character of the task, the availability of teaching materials and the general character of the other teachers.

Overall implementation of the human resource management works well and have an impact on the high achievements obtained HR team as a whole.

The factors supporting human resource management in improving the quality in Primary School Achievement are: 1) the similarity of attitudes and actions of human resources in realizing the vision and mission of the school. 2) The principal charismatic leadership and serve as a model in other HR moving. 3) Facilitating continuous improvement of HR competencies. 4) Adequate facilities and support. 5) Conducive culture. Whereas the inhibiting factor is the lack of clarity of career, because a majority of their human resource status of private employees.

CONCLUSION

From the results of this study can be presented that: 1) Human Resource Planning is designed and arranged systematically. 2) HR Recruitment is done by observing the congregation or community of worship. 3) Selection directed to the proximity Jamiyah and competence and qualifications. 4) Orientation, both formal and informal. 5) Coaching is done in the form in and on service training. 6) Performance assessment is done by quantitative models and qualitative assessment through process and performance results. 7) Management and career planning is done with consideration of performance and ruhiah. 8) Welfare is given in the form of performance achievements. Overall implementation of the human resource management, work well and have an impact on the high achievements obtained HR team as a whole. The factors supporting human resource management in improving the quality in Primary School Achievement are: 1) the similarity of attitudes and actions towards the vision and mission of the school. 2) As a model of charismatic leadership in mobilizing other human resources. 3) Facilitating continuous improvement of HR competencies. 4) Adequate facilities and support. 5) Conducive culture. The inhibiting factor is the lack of clarity of career, because a majority of their human resource status of private employees. ✍

References

Armstrong, Michael. 2003. *Strategic Human Resource Management; A Guide to Action,* terj. Ati Cahayani, Jakarta, Bhuana Ilmu Populer.

Cahayani, Ati. 2005. *Strategi dan Kebijakan Manajemen Sumber Daya Manusia.* Jakarta: Indeks.

Danim, Sudarwan. 2012. *Motivasi Kepemimpinan dan Efektivitas Kelompok*. Jakarta : Rineka Cipta.

Dessler, Gary. 1997. *Human Resources Management,* terj. Benyamin Molan, Jakarta, Prenhallindo.

Edwin B. Flippo, 2002. *Personel Management (Manajemen Personalia)*, Edisi VII Jilid II, Terjemahan Alponso S, Erlangga, Jakarta.

Gengaje, Aneesh & Ramadhani, Feby. 2014. Laporan Pembangunan Manusia 2014 – Peluncuran Global, Implikasi lokal. Jakarta: United Nation Information Centre

Hariandja, Marihot Tua Efendi, 2002, Manajemen Sumber Daya Manusia, Grasindo, Jakarta

Harris, Michael, 1997. *Human Resource Management: A Practiccal Approach,* New York, Harcourt Brace.

Hasibuan, Malayu S.P. 2005. *Manajemen Sumber Daya Manusia,* Edisi Revisi. Bumi Aksara, Jakarta.

Meldona, (tt). *Manajemen Sumber Daya Manusia Prespektif Integratif*, Malang: UIN Malang Press

Mondy, R. Wayne, and Robert M. Noe. 2005. *Human Resource Management*. Ninth Edition. USA: Prentice Hall.

Muaddab, H. 2011. *Membangun Budaya Membaca Literasi Kultur di Sekolah*. (http://netsains.com, diakses 13 Juli 2011).

Nawawi, Hadari. 2005. *Manajemen Strategik Organisasi Non Profit Bidang Pemerintahan,* Yogyakarta, Gajah Mada University Press, Cet. Ke- 3

Noe, Raymond A., John R. Hollenbeck, Barry Gerhart, and Patrick M. Whight. 2003. *Human Resource Management: Gaining a competitive advantage*. Fourth Edition. USA: McGraw-Hill.

Notoatmodjo, Soekidjo, *Pengembangan Sumber Daya Manusia,* Jakarta, Rineka Cipta, 1998

Percival M. Symonds dan Robert T. Ford 1952.*Review Educational Research, American Educational Research Association,* pp. 163-165

Rioux, Sheila M., Ph.D., and Bernthal, Paul Ph.D. 1999. dalam Recruitment and Selection Practices (http://www.scribd.com/doc/23658534/The-Role-of-Recruitment-and-Selection

Sallis, Edward, *Total Quality Management In Education,* London, Kogan Page Limited, 1993

Widjaya, A.W. 1987. *Perencanaan Sebagai Fungsi Manajemen,* Jakarta: Bina Aksara.

Wilson, Bangun. 2012. *Manajemen Sumber Daya Manusia*, Jakarta: PT Gelora Aksara Pratama.

PARENTS' PARTICIPATION TOWARDS THE IMPLEMENTATION OF EDUCATION AT SCHOOL

Bambang Budi Wiyono
State University of Malang
Email: bambudi2007@yahoo.com

Abstract: The success of education process at school is determined by school personnels, communities, and parents. This study aimed to describe the level of parents' participation towards the implementation of education at school, and effect of parents'education level and economy condition on their participation. The research conducted at the Islamic Junior High Schools in Jetis Mojokerto, by using descriptive-correlational design. Samples were taken of 150 respondents, using cluster random sampling. The data were collected using questionnaires, and analyzed by descriptive statistics, Pearson correlation, and regression. Based on the results of data analysis can be concluded that the level of parents' participation towards the implementation of education was pretty good. There was no correlation between education and income level of parents with their participation at school. Based on the research findings, it is suggested for the parents in order to increase their participation in the implementation of education at school.

Keywords: parents'participation, education implementation, Islamic Junior High School

One of factors that may influence the success of education process at school is the support of schools, society, and the parents' of the students. Education lasts for a life time and is the responsibility of family, society, and schools. The success of the education process at schools depends on the quantity and the quality of the human and the education facility. Education can be carried out effectively if there are excellent human resources and enough fund and facility. It can happen if there is support from and cooperation among schools, parents, and society. Schools cannot work optimally if they do not get support from the parents and the society. The participation of the society and the parents are needed in order to make sure that the education at schools is successful. This fact is the reason why the relationship between schools and society should exist.

School-society cooperation is a process of communication between schools and society, including parents, in order to make the society aware of what is happening at schools and what the schools need. Through this cooperation, it is expected to improve the relationship between schools and society especially parents in order to develop the implementation and the success of education at schools. It can also be said that school-society relationship is a tool providing understanding to the society and to make the society aware of the responsibility of schools, society, and parents on the education process.

The government has tried to make school-society cooperation take place, especially the relationship with the parents. According to the Education Policy Number 4 Year 1950 and Education Act Number 12 Year 1954, it is advised that schools should form an organization for parents which was known as Parents and Teachers Association and which later was changed into Parents Association. Based on the instruction of the Ministry of Education and Culture as well as the Ministry of Internal Affairs, the name was changed again to Educational Assistance Department. The purpose of this organization was to maintain and to improve the strong and harmonious relationship, both cooperation and responsibility among family, society, and government (schools) in order to perfect the implementation of the education.

The Educational Assistance Department was the real effort to implement education process as the responsibility of schools, society, and especially parents. Through this organization, the relationship between schools and parents can be improved. It is very important for the success of the children's education. Through the guidance of the schools and parents, the students can grow optimally.

The Decree of the Ministry of Education of Republic of Indonesia number 044/U/2002, Educational Assistance Department was changed into school committee. School committee is an independent organization that provides a place for citizens to participate in improving the quality, the distribution, the efficiency of education management at schools, either at pre-school education, formal education, or non-formal education. The purposes of the school committee are to (1) provide a place and voice the aspiration and the initiative of the society in producing operational policy and educational program at schools, (2) improve the responsibility and the role of the citizens in carrying out the education at schools, and (3) create atmosphere and condition which are transparent, accountable, and democratic in running the quality education at schools.

The fact on the field seemed to show that the aforementioned organization had not fully achieved the goals. On the one hand, many parents paid attention to their children's education at schools. On the other hand, there was a custom that parents trusted their children's education fully to the teachers at schools.

These conditions, more or less, were influenced by the background of the parents. The level of education and economy level would affect how big the attention or participation that the parents were willing to give to the education activities at schools. It was because of the different level of knowledge, understanding or skills. So far, however, those points about how the participation of the parents affected the educations at schools had not studied closely yet. Whether the level of education and economy of the parents indeed influenced their participation in carrying out the education at schools was still a question. On the other hand, the participation of the parents was expected. Education Act number 2 year 1989 emphasized on that education was the responsibility of the schools, society, and parents. Based on that reason, this current study was carried out.

The purpose of this study was to describe the participation of the parents in the education process at Islamic junior high school at Jetis sub district Mojokerto regency. It was also to find out the relationship between the level of education and economy of the parents with their participation on the education process at school. This study was expected to become the foundation to improve the participation of the parents towards the education process at school.

METHODS

In accordance to the purpose of the study, the research design utilized was descriptive correlational. The purpose was to factually, systematically, and accurately describe the facts which were the level of parents' participation in education process at school and to find the coefficient of the correlation of two phenomena which were the level of education and economy of the parents as well as their participation level in education process at school.

The intended population was all the parents of students at Islamic junior high school at Jetis subdistrict Mojokerto regency. Because the number of the population was too big

and considering the limited fund, energy, and time, the sample was taken. The sample was taken randomly which was 150 from two schools within the population area.

In order to collect the data, two data collection methods were used which were questionnaire and interview. The questionnaire was used to gather the data of the parents' participation, level of education, and economy condition. The interview was used to complete and make sure the data collected from questionnaire, especially for the parents who could not read.

The questionnaire which was used to collect the data was developed based on the intended variables. For the parents' participation, there were 6 sub categories which were (1) teaching process, (2) student affair, (3) fund, (4) facilities, (5) personnel, and (6) school-society relationship. The supporting factors included were (1) level of education, (2) economy condition, and (3) type of job.

Before being used, the questionnaire was tried out to see how communicative and clear the items in the questionnaire were. The try out was carried out to new population outside of the sample. Based on the result of the try out, the instruments then was fixed so it would have good validity and reliability level.

In order to analyze the data, in accordance to the purpose of the study and the collected data, two kinds of data analysis method were utilized. The first method was descriptive analysis to describe the parents' participation in education process at school. The criteria used were 0%-20%: very not enough, 21%-40%: not enough, 41%-60% enough, 61%-80% good, and 81%-100% very good. The second method was correlation and regression analysis which were used to find out the correlation between level of education and economy condition of the parents towards their participation in the education process at school.

RESULTS AND DISCUSSION

Based on the result of the main statistic, it could be found out that the average of the parents' participation in education process at school was 76.53%. The value of the number converted into the criteria meant good. Therefore, it could be concluded that the parents' participation in education process at school was good.

Based on the regression analysis, the R value was 0.180, the R square was 0.032, and the F value was 2.424 with p 0.092. with the value of $p>0.05$. Therefore, it could be concluded that there was no correlation between level of education and economy condition of the parents towards their participation in education process at school. There was no significant influence of level of education and economy condition of the parents towards their participation in education process at school.

Looking into each variable, it could be found that the value of the correlation between education level and parents' participation in education process at school was 0.180 with p value 0.029. The value of $p<0.05$. Therefore, it could be concluded that there was a positive correlation level of education of the parents towards their participation in education process at school. The higher the education level of the parents was, the higher their participation in education process at school was. In other words, the level of education influenced the level of the parents' participation in education process at school.

The third result showed that the correlation between the economy condition of the parents towards their participation in education process at school was -0.011 with p value

0.893 and $p > 0.05$. Therefore, it could be concluded that there was not significant relationship between parents' economy condition and their participation in education process at school. The higher the parents' income did not automatically mean the higher their participation in education process at school.

The result of the current study agreed with the result of study conducted by Samekmek (2014) that according the teachers' perception, the level of parents' participation in education process at school was high enough in average. The result of the study did not support the result of the study conducted by Nugraheni & Fakhruddin (2014) that the parents' participation in education process at school, especially at early childhood education level was still low. It showed that there was a difference between one school to another based on the characteristics of the society and the parents.

Relates to the level of education of parents, the results of this study in accordance with Zedan (2011), which indicated that there was a positive correlation between level of education and level of involvement in the implementation of education. The higher education level of parents, the higher level of their involvement in the implementation of education.

Results of this study was also consistent with the research results of Shute et al (2011) that the involvement of parents in the implementation of education had a significant positive relationship with student achievement. The parents involvement in the implementation of education contributed to students academic achievement.

Relating to the economic conditions of parents, these results was not in line with the study results of Dahl & Lockner (2012) which showed that family income effected on student achievement. Results of this study was also not in line with the results Nezhad et al (2012) which showed that families who had a high socio economic level, children more active and participate in sport activities. The results also did not support the results of the research of Ghazi et al (2013) which showed that there was a relationship between income and employment of parents of students with student achievement. It showed that the economic condition of parents had an influence on student achievement, but not directly related to the level of parent participation. To corroborate these results, it is necessary to conduct further research, so as to obtain a more robust conclusion.

CONCLUSION

Based on the analysis of data, can be taken some conclusions into the findings in this study. First, the level of participation of parents towards the implementation of education in Islamic Junior High Schools in Jetis Mojokerto, the average category quite well. The participation rate included teaching and learning affairs, student affairs, finance, infrastructure, personnel, and school community relations.

Second, simultaneously, there was no relationship between education level and the parents economic condition students with the level of participation in the implementation of school education. Partially, there is a significant positive relationship between level of education and participation of parents towards the implementation of education in schools. The higher the education level of parents, the higher the level of participation for the implementation of education in schools. There was no significant relationship between the economic condition of parents with their participation towards the

implementation of education in schools. Strong economic conditions did not automatically increase its participation to the implementation of education in schools.

Third, based on these results, it is advisable for parents to increase their participation in the implementation of school education. To that end, the principal also must improve school public relation, especially with parents. Parent educational aspect must be considered in improving the relationship between school and community.

Fourth, this study is not the end of the study. Further research needs to be done, with the goal of wider and more detailed issues. The method used needs to be supplemented with qualitative methods. Thus, it will gain a more comprehensive finding. ✍

References

Dahl, G.B., & Lockner, L. 2012. The Impact of family Income on Child Achievement: Evidence from the earned Income Tax Credit. *American Economic Review, 102 (5):* 1927-1956.

Ghazi, S. R., Nawaz, K., Shahzed, S., Shahzada, G., Rakhsar, M. 2013. Relationship between Parents' Socio Economic Performance. *International Review of Social Sciences and Humanities, 5 (2)*: 58-65.

Nezhad, M.A., Rahmati, M.M., & Nezhad, M.M. 2012. Relationship between Social Economic Status of Family and Adolescents Student Sport Participations. *Annals of Biological Research, 3 (8):* 4012-4Biological Research, 3 (8): 4012-4016.

Nugraheni, S., & Fakhruddin. 2014. Persepsi dan Partisipasi Orang Tua terhadap Lembaga PAUD sebagai Tempat Pendidikan untuk Anak Usia Dini (Studi pada Orang Tua di Desa Tragung, Kecamatan Kendari Kabupaten Batang. *Journal of Nonformal Education and Community Empowerment, 3 (2)*: 49-57.

Samekmek, L. 2014. Persepsi Guru tentang Partisipasi Orang Tua Siswa dalam Penyelenggaraan Pendidikan di SDN Pusat Kecamatan Siberut Selatan Kabupaten Kepulauan Mentawai. *Bahana Manajemen Pendidikan, 2 (1):* 363-381.

ROLE LIBRARY MANAGEMENT IN THE USE OF INFORMATION TECHNOLOGY IN STAHN GDE PUDJA MATARAM

Siti Zaenab
STAHN Gde Pudja Mataram
Email: sita.zaenab99@gmail.com

Abstract: Library management in Mataram Pudja STAHN Gde would look forward if it is supported by human resources, facilities and infrastructures are complete and the IT quality. This library is part of the lifeblood of STAHN Gde Pudja Mataram with the expectation that the activities of service to students and the public are becoming increasingly maximum. With the library in STAHN Gde Pudja Mataram can provide its own color in the midst of other libraries in Mataram and if the management of the library is able to process, move and use the human resources better then this library will have a better image. Methods and approaches used in this study is a qualitative descriptive conducted in the Library STAHN Gde Pudja Mataram. Collecting data through observation, interviews and documentation. Data analysis: data reduction, data display, data verification and checking the validity of the data by using; credibility, transferability, dependalibilitas, and confirmability. The research results can be obtained in this study are; the type of services that retreat will be strongly influenced by the management system imposed less than the maximum, especially top managers at the library factor STAHN Gde Pudja Mataram. HR become a benchmark so that the appointment of the post of the head of the library sometimes are not based on considerations of managerial ability of someone.This is not just happening in the library STAHN Gde Pudja Mataram, but also experienced by other public libraries. As a result, the implementation of managerial tasks are not based on the vision, mission, and goals are clear because they do not understand. Information technology management technology causes the library became so weak that the impact does not develop. However, the management of Informatics will become barren if the majority of users of informatics is not functioning properly. In this case, the positive and negative impact on campus life will get worse if the college library management is not immediately repaired. One of them needs to be improved is the HR and IT management systems, human resources and management system because it will have an impact on the progress of the library STAHN Gde Pudja Mataram.

Keywords: roles, it, management, library

Reciprocation of an institution is strongly influenced by the management of the library. So education is essential. Because education is the root of a nation's civilization. Education has now become a basic requirement that everyone must have in order to answer the challenges of life Sutrisni (2000:33). To education, many ways that we can Achieve. Including through the library. Because in the library various sources of information we can get, in addition to the many other benefits that can be Obtained through the library. When we hear the word library, in our mind Immediately pictured a row of books stacked neatly in the rack room. This Opinion Appears to be true, but if we want to pay more, it is not complete. Because of a stack of books arranged on the shelves of a bookstore can not be called as a library. Library and information is defined as the study and review of recorded information, structure, dynamics and transfer information, Obtaining, recording, storing and rediscovered to be utilized and distributed (Syihabuddin Q 2003; 63).

Hindu Religion State College Gde Pudja Mataram has a very luxurious library building. High school library is a library that is in a Hindu college and is one of the organizational units that support the college in Achieving its objectives. Are included in the definition of college libraries are libraries that are members of the Hindu environment of higher education institutions in West Nusa Tenggara. Library

of high school has the task of collecting, processing, maintaining, preserving and utilization of information in the form of library materials, both produced the institution concerned as well as Reviews those outside one of the centers acquiring information, learning resource center, and a means of research, and the development of science knowledge (Basuki, S. 1991). For that the approach used in this study is a qualitative approach is an approach that requires researchers conducting exploration in whole or focused in getting a clearer understanding and depth of the object studied. A qualitative approach is one approach that is oriented on the symptoms that are normal and natural. Due to such orientation, the naturalistic and the fundamental nature or naturalness nature and can not be done in the laboratory but directly in the field.

The existence of the library's most important not only for students but is intended for the general public. This can be realized when the library has been able to carry out all its activities with the performance and usefulness of performance can actually be felt by many community college students or people (Bafadal I, 2007:78).

Meanwhile on the other side of the campus community who are expected to use the library properly, regularly, and constantly visit the library STAHN Gde Pudja Mataram. In other words, between the library and the community there has been a shared understanding and purpose, that the library is a part of daily life in a life that continues into the future better, rich experience and knowledge as well as increasingly bright for the challenges of the most complexity to know that science is one of the best capital for the future, and other sources that include library science.

Library management is a process of using resources effectively to achieve the goals the intention is that in the organization, both the library as a place in static, as well as activities that are dynamic. In it there is a process of using and utilization of all resources committed by library leaders directed to achieving the target or targets that have been determined.

Library STAHN Gde Pudja Mataram established by specific agencies or institutions, the boss or parent organization. Library in order to support the achievement of the vision and mission of the institution. High school term, it does not mean that the library must always belong to public universities. But they may be private, such as private universities or foundations. The establishment of the library must be consistent with the presence of their parent institutions. Moreover, the library set up by private institutions that are business oriented so that the calculation of the profit or loss into consideration. Although the library socially facilitative common but continue to support the vision and mission of their parent institutions, and keep in mind that the library does not stand alone.

The establishment of a library in STAHN Gde Pudja Mataram should be based on consideration of the strong and specific reasons. There are several reasons or considerations in the establishment of a library, ie: after planned and decided upon in the form of a decree is a must, or completeness inseparable. Has provided funding to penyelengga-raannya, has become an urgent need. Has had a huge collection, but no library. At the request of the unit or area or certain divisions.

There are seven basic elements required in the implementation of the establishment of a library, which decree the establishment and organization of working procedures. Building

or procuring room, library collections Formation of first base. Procurement of equipment and furnishings. Procurement engineering methods. Procurement budget items. Appointment of the head of the library. Charging employees or staff are needed. College libraries are libraries that are in the neighborhood college or high school, college or high school other is essentially an integral part of a university. College library was established to support the achievement of the objectives of the universities in implementing Tri Dharma College, namely education, research, and community service. To carry out its duties, the college libraries choose, cultivate, collect, maintain, and adding its collection to the citizens of their parent institutions in particular and the academic community in general.

Process in higher education can not be separated from research and development, innovation, and engineering sciences. So the college library is often said to be "heart" High School special college library STAHN Gde Pudja Mataram, is developing another term, namely, college libraries, more or less included with the academy library.

With the phenomenon above the researcher to take steps and innovation to raise and explore issues that exist in this study so that researchers take steps with the title "The Role of Library Management In the Use of Information Technology in STAHN Gde Pudja Mataram" and to know the results later can contribute very useful for the advancement of library STAHN Gde Pudja Mataram. In general, this study wanted to get a clear description of the role of library management in STAHN Gde Pudja Mataram. In this regard the use of informatics is happening in today's libraries examined with regard to elements sunsur existing roles on Information Technology media that have been integrated in the life of the campus community in STAHN Gde Pudja Mataram.

Method

In accordance with the complexity of life on campus and to the academic research community requires a qualitative research approach penomenologi approach. With a qualitative approach, the researchers tried to express the symptoms thoroughly with holistic data collection from the natural background by utilizing self-prnrliti as a key instrument. the complexity and problems of libraries requires a qualitative approach to obtain in-depth data, a data implies (Sugiono, 2007: 3).

In a qualitative approach to the management role of libraries, researchers act as an instrument, make observations, document review, interviews and in-depth research location. A visit to the site of some of the research conducted in accordance with the required data collection Sulistia dkk (1995:26). Data validation was done by triangulation between data that is captured through a variety of data collection techniques. The adequacy of reference used to compare data that has been obtained by writing to the experts, in order to obtain research data. It also conducted a review with peers, between researchers with colleagues who have relevant expertise (Sugiono, 2007: 117-131).

Results and Discussion

The analysis showed a need for library management is the management of libraries based on the theories and principles of management (Sutarno 2006: 20). In its application library management, the efforts to achieve the goals by utilizing

human resources, information systems and sources of funding with regard to management functions, roles and expertise. From this statement, it is emphasized that in order to achieve the goal, the necessary human resources, and sources of funding sources nanmanusia form, technique or system, physical, equipment, information, or ideas, and technology. These elements are managed through a management process which includes planning, organizing, leadership and control, which is expected to produces a rich product in the form of goods or services that can be utilized by the user community Bryson (1990).



Picture 1. Library STAHN Gde Pudja Mataram

Profile Library STAHN Gde Pudja Mataram magnificent 3-star first floor of the library, second floor lecture hall Master, and the third floor of Laboratory Computer Laboratory Language, lecture halls Masters and the Laboratory of Computer only temporary because there is no building itself and as a Technical Implementation Unit (UPT) has the function as an information service center, conservation science teaching centers, and research centers as well as in order to support the Tri Dharma College.

Some regulatory developments College library as follows: a). Instruction of the Minister of Higher Education and Science No. 9 of 1962 dated October 19, 1962 of the Central Library of the University Institute of the State; b) The Director General of Higher Education Decree No. 162/1967 on minimum requirements of PT; c) Government Regulation No. 30 of 1990 Article 55 on Higher Education, in particular Article 34 says that the Library at the College of a support element (Echelon III / a) to PTN, d) Ministerial Decree of Education No. 068 / U / 1991 on

Guidelines for Establishment of Universities ; e) Charter of Cooperation between the Head of the National Library with the Director General of Higher Education No. 006 of 1993 and No. 398 / D / T / 93 on Development and Guidance System University Library in the Environment Directorate-General of Higher Education, Department of Education and Culture, f) Memorandum of Understanding between the Open University with the National Library Number: 5341 / PT45.7.2 / 92 and 022 of 1992 in the Field of Distance Learning Implementation Studies Program Library, g) Act No. 20 of 2003 on National Education System, stipulated in article 19 sd 25. University Library called the heart of education.

The library is an academic support element that provides library materials, audio visual equipment, development of science, technology or the arts, and community service for the entire academic community. Library headed by a chief who is appointed among senior librarian of the library environment and responsible to the chairman Gde STAHN Pudja Mataram. Guidelines organizers 2008: 23 High School Gde Pudja Mataram.

Information is an important aspect in the life of society and the "consciousness" of information is a prerequisite towards modern society. In other words, to go to the community "aware" of such information, then the information center and the library has a very important task.

Generally it can be that the management of the library is an institution working unit that holds a collection of library materials in a systematic and manage them in a special way as a source of information and can be used by the wearer. However, this time the traditional sense and the old paradigm began shifting as the development of various types of libraries, collections variations in various formats allow libraries are physically no longer be building a book collection storage.

In the Library Law No. 43 of 2007 article 29 paragraph 1 and 2 mentioned that: technical staff of the library is a library of technical personnel is a non-librarian staff who are technically support the implementation of library functions, for example, a computer technical personnel, technical personnel audio- visual, technical and administrative personnel.

Discussion

At the end of the research process is produced that has a new year progress in various fields, but there is still much that needs to fix, if compared with other universities. If the analytical framework we trace periodically, it can be the result of informants can be gathered that the role of the management of the library, is a major concern in STAHN Gde Pudja Mataram to avoid concerns of students about the issues that the service to the library unit in this college has been going on ineffectively, even there sometimes given without authority and in the end quality

of service output to be low. There are two main elements in the library, the books and the room. However, today, the collection of a library is not just limited to the form of books, but it could be a movie, slide, or any other, is acceptable in the library as a source of information. Then all the resources it is organized, arranged regularly, so that when we need information, we can easily find it

From the above data show how dominant role in determining the success or failure of the library of the university. So that the unit leader in the college library should really understand the network of information technology development. Therefore, the author is interested in conducting a study entitled "The role of library management with the use of Information Technology". Library management pattern in the world today is strongly influenced by developments in information technology, with the development of collections and some resources can be accessed very quickly. Information from the head librarian Mrs. Ni Made Arsaning Jati, S.Ag. that library management has been already laid out, it's just still need to reform the governance of some patterns such as new books, human resources and IT personnel that are reliable and good, adequate facilities and infrastructure. Head of libraries and librarians need to change the mindset and good appearance so visitors will always visit the library. There is some thought that the library patrons use the library ineffective, inconvenient, and others were negative, and how the service changed to convince visitors that the user is a customer, customer satisfaction becomes the destination library services.

The rapid development of information technology needs to be put to good use in the development of modern library management system. Patterns of library management systems in STAHN Gde Pudja long Mataram rely solely on the collection of old books strongly support the needs of today's students. In today's era of information technology, systems based library collection of books printed with the data collection system is less precise manual or catalog. Management pattern libraries that we want at the moment is complete although here and there are still many shortcomings, with simple management role of the library in STAHN Gde Pudja Mataram that during the management of the library already exists, in principle the development of library collections that either require a long process and continuous from year to year, as long as the library is concerned undertake development activities and funds available. This makes librarians and all parties concerned to work hard to make it happen. Collections are enough and a draw for the needs of library users can not be created in an instant, but it must be supported by planning activities that regularly and continuously, there must be some steps that should be corrected so that the future library STAHN Gde Pudja Mataram has the image and competitiveness superior.

From some of the information obtained and supported by Lasa, 2005: 52) that forms an appropriate management arrangement will result in a change of orientation. Therefore, the management arrangement should be formulated clearly about things as follows: a. vision, mission, and goals of the library, b. c adequate skills. the appropriate resources, d. mature work plan, e. appropriate incentives, f. changes in attitude and appearance maximal officer (Abdul Rahman Saleh dan Fahidin1997).

In accordance with the findings and the sound of the impact of the Law Library ignorance of librarians by predicting the management of libraries are libraries that do not follow the development will lose pemustakanya. And vice versa for the library following the development will "hold your breath" due to the rapid changes in human resources and budget while not as fast as the development of technology and science. In the Library Law No. 43 of 2007 article 29 paragraph 1 and 2 mentioned that: 1. Power technical library. 2. The Librarian 3 The function of the college library.

Consequences of a change in the paradigm requires library necessity to courage of the library manager to Inofasi and reforms in managing the library, on the various activities and operations. With the development of information technology and librarians can be further marginalized if they do not renew their vision of librarianship and adjust the practice of librarianship with the development of technology and information, Siregar (2004: 152).

Results of this study can be described that the role of library management usher in a system of Information Technology in library automation, hoping STAHN Gde Pudja Mataram can realize the forms library that modern so beneficial and can participate educate students STAHN Gde Pudja Mataram powerless to compete because the library is used as a means of obtaining information for developing basic science.

There are three important things in enhancing the role of the library as user management of Information Technology as key words in this journal article: 1) the library is seen as Ontological sciences, library science can be studied from the definition and object of study. 2) the library as a science epistemological, that science library has a framework logical and consistent with arguments that are arranged in advance, outlining hypothesis as a deduction framework of thinking, and perform falsification and verification of hypothesis and test it in a factual, 3) the library is said to be science axiological, that library science has proven to bring benefit to mankind (Terry, George. 1960).

Thus the library science can stand as separate disciplines. The current development influenced by many areas of science but above requirements can be met to achieve the vision, mission, and purpose of the library running principal activities include: the development, processing and collection services (Agus dkk, 2001).

Conclusion

From all the above it can be concluded that the exposure trip institute campus library is not as smooth as expected. There are a few things that often inhibit the function of agencies campus library. First, the limited space next to the library location is less strategic. Many libraries only occupy a narrow space, with no attention to the health and comfort. Awareness of the campus as the organizer is lacking. Libraries are for storing library collections only. Visitors do not feel comfortable reading a book in the library, so the library is seen as a less than helpful. By looking at the above circumstances it seems the campus institutions are less aware of the importance of libraries. The existence of a library only to complement it.

Secondly, the limitations of library materials, both in terms of the number, variety and quality. The existence of material quality and varied library is very important and limited. With so many variations of library materials, students will be more happy to be in the library, reading craze can flourish so that students can develop language skills and can help students understand other subjects. Given the language skills of students is a basic capability is very influential in the study. Likewise, if the material quality of libraries, the student will gain a lot of useful knowledge in his life. However, to hold library materials are many and varied needs huge funds, considering the price of library materials are usually expensive, especially if the quality of library materials. However, on the campus of the institution itself is often less trying to add to the collection of library materials, the main reason is the high price of library materials. In fact, the budget for library materials expenditure each year is always there, but the number of library materials never grow.

Thirdly, the limited number of library staff (librarians). Many campus library that no officers, or simply the task of sideline. That is, they are not the only officer who takes care of the library, so that tasks in the library so often disregarded and the library is considered less useful. Much more work served in the library is very saturated, both in terms of visitor services and maintenance of library materials available, so it needed a high patience.

Fourth, the lack of promotion of the use of the library led to not enough students who want to utilize the services of the library. students know less about the usefulness of the library, as well as material libraries. students need encouragement and invitation to visit the library. So it uses rose to be low. Information technology management seemed to have become a diversion fasihan books, reference connections circulation space and informatics systems that previously were conventional. Information technology lead into the impact of technology into a growing and developing. However, the management of Informatics will become barren if the majority of users of informatics would be used not optimal. In this case, the positive and negative impact on campus life will get better, and vice versa.

References

Agus S dan Joko S. 2001. Library Resources. Publisher Rineka Reserved second printing.
Abdul Rahman Saleh dan Fahidin1997, Library Management College (Jakarta: Universitas Terbuka *dan* Depdikbud.
Bafadal, Ibrahim 2007. Campus Library Management. Jakarta Bumi Aksara.
Bryson. 1990. Library Management College. Jakarta UT Press.
Indonesia. PPBI. 1988. Indonesia dictionary. Jakarta Balai Pustaka.
Lasa, Hs. 2008. Definisi Library. USA: Macmillan Publishing Company.
Lasa Hs. (dkk). 2004. Influence Model of Leadership and Management of the University Library Performance. Periodic Library and Information Science. Vol. I, No. 2,
Sutarno. 2006. Library Management: A Practical Approach. Sagung Soto.
Sugiyono, 2007. Understanding Qualitative Research. Bandung: Alfabeta.
Syihabuddin, Q. 2003. Librarys and Librarian. Yogyakarta: Kanisius.
Sutrisni. 2000. Human Resource Management. Jakarta: Kencana Prenada Media
Sulistia-dkk. 1995. Introduction to Library Science. Jakarta : Gramedia Pustaka Utama.
Terry, George. 1960. The Principles of Management. New York : McGraw Hill.
Usman, U. 1995. Become Teachers. Bandung : PT. Remaja Rosdakarya.
Undang-Undang Republik Indonesia Nomor 43 Tahun 2007. Jakarta: Perpusnas
Basuki, Sulistyo. 1991. Introduction to Library Science. Jakarta : Gramedia
Siregar, A. Ridwan. 2004. Nation Building Energy Library. Medan : USU Press.

CULTURE HUMA BETANG (LONG HOUSE) IN CENTRAL KALIMANTAN

Sanasintani
STAKN Central Kalimantan
Palangka Raya
Email: .....

Abstract: Dayak generally adheres to the lineage of his father and mother, ambilinial, with a strong tendency patrinial in marriage. This fact raises a large family (jalahan), with a solidarity which are increasingly widespread. Babuhan (the) refers to the larger family group with an emphasis on the same place of origin. While the term ungkup shows the unity of the tribe, region or religion. Feeling of being at the place of origin is thick so they are not easy to leave the place of origin. The existence of family ties and close personal relationships (loyalty primodial). Untied it's not easy, even less capable family members who are not willing to leave their parents or hometown to speculate or go to school elsewhere. Dayak even today's modern families can not escape from the bonds of kinship. So practically the house is inhabited not only by the father; mothers and their children but Also other family members are far or near. In such an atmosphere to grow homage to the elder family figure. However competition IS ALSO happening in the community.In general, they like to work hard and tenacious. Luxurious style of life is a manifestation of the Aspirations for progress and change.

Keywords: culture, family, betang

Culture Dayak community can be seen from the elements of culture such as religion is a belief or beliefs held as a manifestation of the relationship between the community so intertwined harmonious relationship, kinship system where the family tree becomes very important, because the sense of kinship Dayak so strong that they has a strong unity, livelihood systems they live with farming so that it will naturally form a habit in everyday life. All of which are cultural elements that have a very important role in shaping the character, lifestyle and mindset Dayak all of which are reflected in everyday life. Cultures they have spawned a concept.

The main value that stands out in the life of betang is the value of togetherness (communalism) among the citizens who inhabit it, regardless of the differences they have. From here we learn that the Dayak appreciate the difference, ethnic, religious or social background.

Huma Betang culture is a culture that upholds the value of togetherness, equality, mutual respect, tolerance. A sense of togetherness and brotherhood seems every problem that afflicts one occupant. If one family member who died of the period of mourning absolute enacted for one week for all occupants by not using jewelry, noisy, do not drink wine and turn the electronic equipment is prohibited. The concept of harmony and live together in a house betang and avoid greed culture is essential for the Dayak Culture Dayak community can be seen from the elements of culture such as religion is a belief or beliefs held as a manifestation of the relationship between the community so intertwined harmonious relationship, kinship system where the family tree becomes very important, because the sense of kinship Dayak so strong that they have a strong unity, livelihood systems they live with farming so that it will naturally form a habit in everyday life. All of which are cultural elements that have a very important role in shaping the character, lifestyle and mindset Dayak all of which are reflected in everyday life. Cultures they have spawned the concept of life.

Method

This study begins with a preliminary study on the Dayak to dig up information about the culture of the stem. Data collection techniques used are (1) in-depth interviews means to Obtain Data from informants who have been determined on the activities related to culture betang in Dayak of Central Kalimantan (2) observation role and performed to Obtain data on the implementation of Dayak culture of tradition occupies betang (3) documentation through direct observation.

For that the approach used in this study is a qualitative approach is an approach that requires researchers conducting exploration in whole or focused in getting a clearer understanding and depth of the object studied. A qualitative approach is one approach that is oriented on the symptoms that are normal and natural. Due to such orientation, the naturalistic and the fundamental nature or naturalness nature and can not be done in the laboratory but directly in the field.

Discussion

Culture Huma betang (longhouse) in Central Kalimantan

Definition of Culture

Culture or a culture derived from Sanskrit that buddhayah, which is the plural of buddhi (the mind or intellect) is defined as matters related to the mind and human reason. In English, the culture called culture, which comes from the Latin word Colere, that processing or working. The word culture is also sometimes translated as "culture" in Indonesian. Meanwhile, according to Soelaeman (2005) the word "culture" is a development compound from the "cultivation" which means in the form of creativity, initiative and flavor, while culture is the result of creativity, work and intention. In the disciplines of cultural anthropology, culture and the culture it means. Thus the culture is a work of the human way of life that developed and shared by a group of people and passed down from generation to generation. Culture is made up of many complex elements, including religious and political system, customs, languages, tools, clothing, buildings, and works of art. Culture is a holistic lifestyle, culture is complex, abstract, and spacious. Many aspects of culture help determine communicative behavior. Elements of socio-cultural spread and cover many human social activities.

Understanding culture in this paper is associated with the culture of huma betang Central Kalimantan, thereby huma culture betang (longhouse) is defined as the way of life of the Dayak tribe in Huma Betang life can not be separated from values and social norms Therein.

Huma betang (longhouse) in Central Kalimantan

Huma betang (long house) is a traditional house of Central Kalimantan, especially in upstream areas which used to be the center of the Dayak settlement, where the river is a main transportation line Dayak tribes before the road was built as now. Huma great shape and this betang varies in different places. There huma betang which reaches a length of 150 meters and width of 30 meters hinggga. Huma Betang generally built on stilts with a height of 3 to 5 meters from the ground. This long house building height to avoid flooding during the rainy season that threatens the headwaters areas in Kalimantan. Some residential units

betang could have more than one depending on the size of the household members of the residential community. Each household or family occupy booth (space) sealed bulkhead of huma betang such large, in addition to the Dayaks have single houses built temporarily to carry out agricultural activities, this is because the farther the distance between fields with settlements population (Frieda, 2008).

Now huma betang a dwelling Dayaks gradually disappeared in Central Kalimantan. If it can be found occupants are no longer making it the main house, a family shelter, grow a community and share their stories. So huma betang stay be memorable for most Dayaks, but fisolofi huma betang alive and preserved (Frida, 2008).

Cultural Values Huma betang (longhouse) Central Kalimantan

Discussion of the cultural value of an area can not be separated from the system that is rooted in the culture of the area in a culture as well as cultural objects huma betang in Central Kalimantan. Culture system is a set of knowledge that includes a view of life, beliefs, values, norms, the rule of law, belonging to a community through a learning process, which is then referred to organize, assess and interpret a number of objects and events in a variety of aspects of life in society that concerned.

Culture system boundaries of the definition above contains a number of important concepts, such as knowledge, beliefs, values, norms and laws. In the culture system, an element of cultural values seem so important. Cultural value is an abstract concept that is considered good and very valuable in life, which is the highest guidelines for behavior in the life of the community. Various cultural value is then dispersed in a variety of elements such as knowledge, religious, social, artistic and economic.

According to Bachtiar (1987), says there are four kinds of cultural system, namely: (1) a system of ethnic culture, (2) large religious culture system, (3) culture system youngest, (4) the cultural system compound. According to the analysis of Dayak culture system included into the system of ethnic cultures, as passed down from generation to generation. In the system of ethnic culture is known for its value system, that is what needs to be considered by members of ethnic communities which are then expressed in the form of a set of normative systems. Each of these normative systems that specify the expected behavior in people who become members of a particular community in which the normative system was put in place.

More than a building to dwelling Dayak, actually huma betang is the heart of the social fabric of life of the Dayaks. Huma Betang cultural philosophy is nothing other than philosophy and culture that liberate and humanize humans. Betang culture is a reflection of the unity in the daily life of the Dayaks. Betang in every individual's life in the household and society systematically arranged by mutual agreement as outlined in customary law. Mutual security, whether from criminal interference or sharing food, the ups and downs as well as the mobilization of labor to work the fields. The main value of life that stands in betang is the value of togetherness (communalism) among people who inhabit it, regardless of the differences they have. It is known that the Dayak tribe is a tribe that appreciates differences in ethnicity, religion or social background.

Culture Dayak community can be seen from the elements of culture such as religion is a belief or beliefs held as a manifestation of the relationship between the community so

intertwined harmonious relationship, kinship system where the family tree becomes very important, because the sense of kinship Dayak so strong that they has a strong unity, livelihood systems they live with farming so that it will naturally form a habit in everyday life. All of which are cultural elements that have a very important role in shaping the character, lifestyle and mindset Dayak all of which are reflected in everyday life. Cultures they have spawned the concept of life.

The main value that stands out in the life of betang is the value of togetherness (communalism) among the citizens who inhabit it, regardless of the differences they have. From here we learn that the Dayak appreciate the difference, differences in ethnicity, religion or social background.

Huma Betang culture is a culture that upholds the value of togetherness, equality, mutual respect, tolerance. A sense of togetherness and brotherhood seems every problem that afflicts one occupant. If one family member who died of the period of mourning absolute enacted for one week for all occupants by not using jewelry, noisy, do not drink wine and turn the electronic equipment is prohibited. The concept of harmony and live together in a house betang and avoid greed are essential to the culture of the Dayak people, therefore the value is supposed to be maintained and preserved.

Based on the description above, the values contained in the culture huma betang Central Kalimantan include the values of solidarity, equality, mutual respect, tolerance, consensus agreement. While the common law rule established by collective agreement which subsequently held by the head of customs as a social norm in behavior in society.

Characteristics of Ethnic Dayak

Dayak is the collective name of which later formed an ethnic label to the approximately 450 indigenous people who inhabit the island of Borneo. The division is done by some Western anthropologists on the basis of common language, customs laws and rites of death. The term Dayak show certain personal characteristics that are recognized by the people of Borneo that is strong, brave and tenacious. While Measure (1991) see that the equation of physical fundamental of each sub-tribe is the place to stay in the form of long houses, weapons such as chopsticks and saber, patterns and motifs woven and woven, being non-physical such as attitude egalitarianism, democracy, equality between men and women who are the social characteristics of the Dayak community.

Most ethnography about Dayak specifically focusing on long house not only as a form of architecture that is typical, but rather as something that is an embodiment of a structure of social relations typical Dayak. Longhouses began to be seen as the key to understanding the important aspects in the Dayak community through the study of architecture, kinship relationships and social relationships ((Maunati, 2004). So huma betang is a marker that is unique for all Dayak's and functioning as the key to get to know the identity of the Dayak.

Cultural anthropology experts have identified a limiting factor of development, as proposed by Koentjaraningrat (2007) mental attitude as a limiting factor of development, because the mental attitude of the majority of the culture of the tribe or nation (Koentjaraningrat, 2004). A system of cultural values are conceptions of life in the minds of most citizens that culture, about the things that are considered valuable in the life of the

nation or tribe. According Bahtiar and Matulada in Mantja (1990) that the cultural value system that acts as a driving and steering behavior of individuals in social activities in the community.

This assessment is necessary, especially in the context of supervision of service activities in Indonesia, which consists of various ethnic groups. Prompts Edwards (1979), Sanders and Wiggins (1985) Don Meyer (1985) and Firstone and Wilson (1985) in Mantja (1990) to take advantage of the study of cultural anthropology in approaching the problems of education, should also be considered and accepted as a donation suggestions positive. The suggestion was not excessive in relation to the statement Bartky in Mantja (1990) which suggests that educational leaders in educational organizations dealing with at least four cultural system, which is the basic culture, the culture of the school community, organizational culture school staff, and student culture, Therefore educational leaders must also tolerant of various kinds of culture.

Basic Values

What is meant by basic values are the values of a culture that embodies the public's assessment of the nature of life, the nature of the work, perception of time, the view of nature, and the nature of human relationships with others (Monograph Central Kalimantan, 2009: 57; Koentjaraningrat 2004 : 59-78.).

Attitude and outlook on life of the Dayaks is essentially a legacy of their ancestors captivate the generations that. With regard to the view of the essence of life, people generally believe that the next life is better than in the world. Kaharingan religion, which contains elements of animism and dynamism of many of his followers in Central Kalimantan, described hereafter are called Lewu Tatau was as follows: Lewu tatau habaras boelau (country rich golden sandy) rundung king habusung diamond (a magnificent stacked diamond) Lewu tatau je him eccentric bones (rich country that is not tiring bone). Lewu king isen kamalu uhat (magnificent place that is not tiring nerves need not bother).

To achieve a perfect life, a person must do good and fight evil forces that come from power tried to fight the power Ranying Hattala (God). The bad guys or who are affected by the forces of evil always despised and cursed amongst the people. The fight between good and evil is manifest in the people's trust in the white magic and black magic. Parties that disrupt the lives of a group considered to be an evil thing.

Similarly implied above statement that the world is a place to work hard to earn a livelihood. In fact it can be seen that the ethnic Dayak generally resilient and endures through life in the midst of a challenging nature. Uneven population, living in groups of villages that are far apart from one another, stressed the need for courage and tenacity, and fortitude. Nature and the environment should be utilized for survival.

Thus it can be concluded that it is deemed difficult life, but humans must endeavor to live it for the better. This view appears also in the words that often appear when faced with problems and difficulties (puna ampi not hang kalunen tuh / is so alive in this world). It is a fact that they are fighting for life, and almost no view of the world for the afterlife backs.

Their views on the work, is that it works for livelihood, for survival. Therefore, their activities in the field of handicrafts are not only concerned with usability but also the beauty. This is evidenced by the growth pattern according to the situation. Their view of the time,

it can be argued that they are generally more concerned about the present or the present-oriented. Therefore, planning was evident in the preparations and activities to celebrate tiwah (Ngaju) Ijambe (Maanyan), Wara (Lawangan), Dala (Ot Danum). This preparation requires a planning organization that is quite complicated, as it involves a lot of families from different villages will participate. When everything is possible, the process of adjustment and change happens fast enough.

As with other agrarian society, the Dayak people tend to maintain harmony with nature. Equipment life and developing technologies to enable them to utilize everything that is presented by nature. Processing of iron ore to serve a variety of tools such as the saber is a traditional skill. Various means of subsistence (hunting, gathering, fishing, farming, animal husbandry and make tools and handicraft items) that is created and recreated. Shows that the adjustment to nature it is not a passive attitude and static, but rather an active and dynamic. Various potions were discovered and developed traditionally shows that the public is not always accept fate.

Social Relations

Described above have been in basic values, and these values affect social relationships in the community. They know handep a system of mutual cooperation, especially in working the fields and conducting funerals. According Nihin (1991) and Measure (1991) Dayaks have the nature handep (mutual help / mutual help) high, has a primordial loyalty, innocence and respect for others. Handep habits (helping) initially only be made in the fields of agriculture, but over time develop in every field of work. Handep activities be maintained and implemented up until now both in the countryside and in the cities. In everyday life they help each other with each other. It is evident that the sowing and harvesting seasons. They work together, as well as in distress to help each other as at the time of death, disaster hit, marriage and other traditional events. So for them there is a proverb that says "same Babehat metue, same mahian mimbing" (meaning bear the same weight same lightweight portable). Rights and obligations in this handep system: the receiving handep (mutual assistance) shall also provide handep if necessary at a later date. It appears that social relationships are basically the same rights and obligations, reciprocal (reciprocal), as shown in handep system of social relations, as well as social control nature.

Dayak like to help others, even though he did not know, because it is no wonder if we visit kepelosok-corners, we were well received and fed according to their circumstances. Meanwhile, according that the Dayak people have an attitude of life is very simple, monotonous, less creative and do not dare to take the initiative. More waiting, resigned, accepting fate, many succumb, expecting the mercy of others, naive and innocent. Quick satisfied, less or little soul fight or competition. See things straight, regardless of the twists and likunya. Likewise, the results of research Zulkarnean of Dayaks residing in the township of West Kalimantan found that the general character of the Dayaks is a mixture of quiet, honest and innocent, does not talk much and not easily off the promise or conversation (Zulkarnaen, 2000). However, that does not mean people do not have the courage Dayaks against the other party, the Dayak people will be disappointed, angry, vengeful, if repeatedly lied. Fact lately in the form of increasingly often clashes between the Dayaks with migrants

who manage development projects or immigrants who work in agriculture and forestry, according to research results Zulkarnean indicate that the Dayaks can be hard if you feel customary constantly harassed, fate sinking, treated unfairly. These conditions foster an attitude increasingly feel the Dayaks sekaum, kinship and foster ethnocentrism (Zulkarnaen, 2000).

The Dayaks are predominantly Kaharingan, but now many are Protestant, Catholic and Islam. It showed Dayak tribes had mingled with the newcomers and the religious life is quite good looks of the church building adjacent to the mosque, and temple. Other means to maintain the balance of social relations is the common law or the law that gives a fine, singer, the guilty parties who have violated customs, or added to the ceremonies of a religious nature. Decisions unwritten law is usually done by damang, or it may be by the head of the village.

The Behavior of The Individual

Individuals who are accustomed to living in rural communities, or communities of small, scattered and far between, generally does not indicate individualism or selfishness that stands out. The phrase luster oloh kea (like those too) often show attitude komformistis in a sense, in accordance with social norms that apply or demonstrate a willingness of the individual to improve himself so that belonging to a particular society.

Individual behavior that is incompatible with the prevailing mores always denounced and condemned by society, and called him bahadat (not habitual). Rumors about the behavior of a person or a group is often the case even if the act gossip included in behavior that is not good. These rumors also functions as social control, also simultaneously control the actions of individuals.

Thus an attitude adjustment is not to turn off the initiative, criticism of individual creativity. Individuals who took the initiative, daring for the truth and obtain status and respect creative high enough in the eyes of society. Such an attitude growing by increasing interaction with the modern world and alkuturasi process, due to circumstances which thus provides many opportunities to realize their aspirations for individual and group progress. In the spirit of competition so the atmosphere growing in rural or urban communities. Such circumstances is more prominent in the provincial capital and other capitals in Central Kalimantan where people are no longer large communities are homogeneous (Demographics, 2009: 61).

Another aspect of the group's life in many small communities scattered and distant from one another is the development of competition between groups even this will be able to realize a dynamic society where individualism and the behavior of individuals can flourish with the social order to be achieved together. With the coating system of society, individuality and individual behavior can develop a reasonable expression.

The Concept of Time And Rhythm of Life

Harsh natural environment (lifestyle seasonal) may have much effect on the rhythm of life of the Dayaks. Many government officials argued that the Dayaks easily spend the business results of their hard-earned in ceremonies and parties, as if they lived for those days only. On the other hand, they show the attitude impatient, wants to change his life in the shortest possible time.

Not many Dayaks who plunge into traders; merchants of the downstream and upstream rivers in Central Kalimantan mostly people Banjar or China. Likewise in the city showed the same circumstances. They prefer to do a wide variety of agricultural activities, and intellectuals like to become civil servants. This may be due to the high status of civil servants in the public eye, or it may also work it gives a sense of security.

Authority and Leadership

In the history of the Dayak community, the leadership system of the king is not known. That there are chiefs or tamangung-tamanggung which oversees a number of pambakal (village head). Change of leadership is not by bloodline, but based on seniority, experience, courage and wisdom. Tamanggung not a religious prince (Basir) nor the head of customs (damang). He is the leader of his people. He was chosen through consultation elders or community leaders. Here are visible separation between government leaders, religious leaders and traditional leaders (the law). They depend on each other or collateral oriented, but to adhere to the leader or "vertically oriented".

Tamanggung usually once a damang, although not a necessity. Generally, he held the job of a lifetime. At the village level often a pambakal chosen / changed in accordance with the wishes of the people. Who chose tamangung is the pambakal. From the picture, it appears that the public is subject to customs or norms in force, but to adhere to the leader chosen by leaders they trust. The values that are visible democratic have long life. Tamanggung a wise, brave and experienced knowledgeable became a byword (basewut = famous) in the region-tamanggung other.

In the vast area with a population scattered everywhere there never was a story about Tamanggung charge- tamanggung other. Therefore, people are not familiar with a system of nobility, as found in other ethnic groups in Indonesia who have never had a kingdom and empire. They only know sent suspension (higher derivative), sent low (lower derivatives) and sent jipen (derivative slaves / prisoners). These views over the effect on the basic values that are owned by the Dayak community in Central Kalimantan in general.

Conclusion

Mentioned above that the Dayak community is open to the outside world: different ideas, people (foreigners) from the outside. They did not a closed society, because it is not oriented to the past. They are more oriented to the present. In a conversation with other people they do not show the attitude of yes or no. This attitude by Western missionaries is an attitude of indecision and inability to make decisions. Dayak people respect and appreciate other people who come from the outside environment. Outsiders are seen as more has the ability. The more so if that person has the advantage of them for example higher education or particular expertise. Although the high trust of outsiders, they demand honesty.

Dayak people always choose a leader of the group based on certain conditions, among other things: experience, performance and seniority appearance in society. Chairmen of village or group serves as a representative of the community in the selection. Initiatives to choose someone, hapakat (consensus) starts from small groups to then proceed, or hapakat with other groups. In the end through the process from the ground that was reached mupakat about a candidate.

Leaders who have been chosen will always ask the opinion of the head of the village or group. Lewu-Bakas Bakas, before taking a decision. Thus the chief and community leaders seemed to serve as a representative body. And on another occasion when asked to consider a case they seemed to perform judicial functions. From the description above it is clear that the Dayak community authority is not absolute, while the nature of their leadership is democratic.

References

Bachtiar, H.W.1987. Konsensus dan Konflik dalam Sistem Budaya di Indonesia. Jakarta: Hamindita.
Frieda, ST. 2008. *Alternatif Penggunaan Bahan bangunan Pabrikan Untuk Mndukung Kearifan Lokal.* Palangka Raya. Tanggal 4 Agustus 2008.
Hassan, S. 1983. Sosiologi. Jakarta: Bina Aksara.
Huntingtoon, SP. 2000. The Special case of Mexican Imigration: Why Mexico is Problem. The American Enterprice. Vol 11.No 8.
Koentjaraningrat. 2004. Kebudayaan Mentalitas dan Pembangunan. Jakarta: PT Gramedia.
Koentjaraningrat. 2007. Manusia dan Kebudayaan di Indonesia. Jakarta: Djambatan.
Maunati, Y. 2004. Identitas Dayak Komodifikasi dan Politik Kebudayaan. Yogyakarta:LkiS.
Ohoiwutan, P. 2002. Sosiolionguistik. Jakarta: Gramedia Pustaka.
Pusat Bahasa. 2006. Sikap Bahasa dan Pilihan Bahasa Penutur Bahas Dayak Ngaju Di Kota Palangka Raya.
Soelaeman, M. 2005. Ilmu Budaya Dasar Suatu Pengantar. Bandung: Refika Adhitama.
Tim. 2009. Monografi Daerah Kalimantan Tengah. Departemen Pendidikan dan Kebudayaan.
Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.
Undang-Undang Republik Indonesia Nomor 14 Tahun 2005. Tentang Guru Dan Dosen. Bandung: Citra Umbara.
Waite, D. (1998). Anthropology, sociology , and supervision. In G. R. Firth, & E. F. Pajak (Eds), Handbook of research on school supervision (pp. 287-309). New York: Simon & Schuster
Yin, R. 1995. Studi Kasus: Desain dan metode (cetakan kedua). Diterjemahkan oleh Djauzi Mudzakir. Jakarta: Raja Grafindo Persada.
Yin, R. 2003. Studi Kasus: Desain dan metode (cetakan kedua). Diterjemahkan oleh Djauzi Mudzakir. Jakarta: Raja Grafindo Persada.